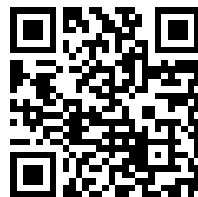

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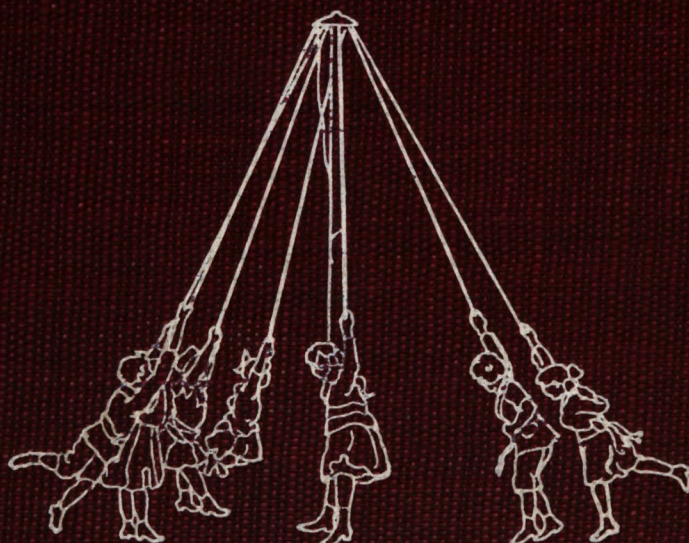
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THEORY AND PRACTICE OF

EDUCATIONAL GYMNASTICS



WILLIAM A. STECHER



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THE THEORY AND PRACTICE OF

EDUCATIONAL GYMNASTICS

EMBRACING

Free Exercises, Rhythmic Steps, Track and
Field Work, Games, Apparatus Work

BY

WILLIAM A. STECHER, B. S. G.

Director Physical Education, Public Schools, Philadelphia, Pa.; Secretary Committee on
Physical Training, North American Gymnastic Union;
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PART I

GENERAL VIEWPOINTS REGARDING PHYSICAL TRAINING IN SCHOOLS

THE OBJECTS OF PHYSICAL TRAINING

Gymnastics, or physical training, is the regulated and supervised practice of muscular exercises under conditions that tend (1) to promote the health of the pupils, insure normal growth, and (2) to develop and discipline motor control.

The aims of this training, therefore, are twofold, namely: hygienic and educational; health-producing and habit-producing.

Viewed as to its physical effects, gymnastics produces health and hardiness. By combating and alleviating unhygienic school conditions, like impure air, improper sitting and standing, long periods of physical inactivity, it increases health. It cultivates and develops strength and it increases organic vigor. By increasing co-ordination it promotes quickness and skill. It cultivates endurance, and it strives for beauty of form. By its combination of strength and co-ordination it produces beauty of motion; *i. e.*, grace.

Viewed as to its educational, habit-producing effects, school gymnastics promotes obedience, exactness and order. It trains for alertness, quick perception and quick reaction. It strengthens the will power. It awakens an appreciation of the beautiful in form and motion. In its competitive forms it leads to self-control, self-denial, loyalty to leaders, and it awakens and promotes morality.

THE KIND OF WORK

A. Relief Work

There are two phases to physical training work. One phase deals with the real constructive, body-building work; the other might be termed "relief work." This relief work may be done in the classroom, while the constructive work should be performed either outdoors, in suitable exercise rooms, or in gymnasiums.

The relief work should be conducted by the regular teacher of each class. It consists of exercises designed to counteract the detrimental effects

of ordinary school life. These exercises should be performed at least twice daily in the classroom at 10 A. M. and at 2.30 P. M., or some other suitable time selected by the principal. Each period lasts from two to three minutes (see pages 68 and 69).

B. Physical Training Work

The regular physical training work consists of selected exercises graded to meet the physical and mental needs of the growing child. The lessons are outlined definitely. They should be conducted by the regular class teacher. In schools having departmental work in the upper grades it may be necessary to place the gymnastic work in the hands of one teacher. Should this be done it is advised that such teacher have not more than four classes per day.

As a rule, it is unwise to take the gymnastic work out of the hands of the regular class teacher. Physical training and athletics are not only active health measures in the success of which all teachers continually should take an active interest, but they are also two of the most effective measures of influencing the mental and moral growth of the pupils.

Free exercises with hand apparatus like wands, dumbbells, and clubs, purposely have been reserved for the grammar and high school grades. While some exercises with hand apparatus might be given in the lower grades, this handbook makes use of the educational principle that important facts, in order to be retained, should be presented to pupils often. Gymnastically, this means that effective exercises and valuable co-ordinations should be presented to pupils repeatedly. This is done by using wands, dumbbells, and clubs in the upper grades, that valuable and effective movements may be used repeatedly, but presented in different forms.

Regarding Apparatus Work.—In determining the advisability of using fixed gymnastic apparatus for the work of even the lowest school grade, it must be understood that a piece of apparatus itself has no interest for the child. The apparatus simply is an instrument which gives to the child an opportunity to carry out its own desires. It creates conditions for self-expressive activity. Suitable apparatus work appeals to children of all ages, because it greatly increases the possibilities for individual activity. It encourages and develops creative activity. This in turn helps mental development. Exercises upon apparatus, therefore, must be an essential part of the regular physical training work.

VIEWPOINTS GUIDING THE SELECTION OF PHYSICAL TRAINING MATERIAL FOR THE DIFFERENT AGE-GROUPS

The following arrangement is based principally upon the plan outlined by Prof. Ferdinand A. Schmidt, M. D., in his book on the "Physiology of Exercise." The ideas expressed there have profoundly influenced the arrangement as well as the selection of material in this hand-book.

FUNDAMENTAL CONSIDERATIONS

First Book—For Pupils 6, 7, 8, 9 and 10 Years of Age School Grades 1, 2 and 3

Excepting the Kindergarten, this is the first period of school work. So far as its effect upon health is concerned, for the average child school life means a change from a free active life to one requiring not only a considerable amount of sitting, but also decreased muscular activity; *i. e.*, to conditions interfering with sound growth. The result is a decreased incentive for lung growth, and a decreased circulation of blood and lymph.

The essential viewpoints in the choice of gymnastic material for this period, therefore, must be:—

First. To select exercises that quickly increase metabolism, and that induce a healthy normal growth.

Second. To select exercises that directly counteract the detrimental effects upon health which the habituation to school life brings to the child.

During this period, especially at its beginning, a child is too weak and undeveloped to perform exercises designed primarily to greatly increase muscular strength, or to develop special sets of muscles. The aim must be to select exercises that actively engage large muscle masses, and which at the same time stimulate respiration and circulation.

The activities employed for these ends should be mainly plays and games, as they create, largely, feelings of joy, and give opportunity for spontaneous action of the will power. At appropriate times, and especially when bad weather makes it impossible to exercise in the open air, the gymnastic lesson should consist of exercises for increasing good posture, of vigorous trunk exercises, of marching and of rhythmic steps.

Where it is possible, it should be the rule that gymnastics must be performed out of doors. No indoor exercises, however valuable, can be compared in their effect upon blood enrichment to the value of these same exercises when performed out of doors in the sunlight.

During this first school period the teacher begins to discover that some pupils are of slow mentality. For the mental stimulation of these pupils simple gymnastic games, and the song games with arm or leg movements are very valuable.

If children are of the extremely nervous type their gymnastic work should consist mainly of rhythmic exercises (not of exercises performed

upon command). Exercising with properly selected music, also, is very valuable in such cases.

The fundamental ideas in selecting gymnastic material for this age-group are: large movements employing the large muscle masses; predominantly spontaneous and rhythmic work; much self-activity in the games and plays.

The essentials to be demanded in the gymnastic lessons are:—

- (a) Good posture in standing and marching.
- (b) Vigorous trunk exercises combined with simple arm and leg movements.
- (c) Elementary rhythmic steps in alternation with marching; also simple combinations of leg and arm movements.

Exercises of skill during this period are a most important gymnastic factor. Games may be employed to teach co-ordination, quickness and readiness. At the end of this period children begin to be interested in team games of low organization.

In track and field work, fast running (sprinting) from 50 yards gradually leading up to 75 yards (at the end of this period) should receive an increasingly prominent place. Endurance (slow) running should progress from 2 to 5 minutes. Broad jumping, both from a stand and a run, should be practiced. At the end of this period ice and roller skating should be encouraged.

In apparatus work easy exercises of agility, mainly in the hang, and in hang-lying, should receive careful attention.

Second Book—For Pupils 9, 10, 11, 12 and 13 Years of Age School Grades 4, 5 and 6

During the last years of this period girls arrive at puberty. The viewpoints regarding the selection of work remain as before, but much greater demands can be made upon skill, upon more difficult co-ordinations.

Games requiring closer co-operation begin to appeal to this group. The games of boys are characterized by a fighting, antagonistic spirit; games requiring increased skill, daring and courage appeal very much to this age-group.

The track and field work should consist of sprinting up to 100 yards, and endurance runs from 6 to 8 minutes. Broad and high jumping, also the triple standing jump, and the hop, step and jump should be practiced.

Swimming should be taught to pupils at the end of their fourth school year. Older pupils should be encouraged to practice the more advanced swimming strokes. Greater skill in skating should be encouraged. In fact every form of outdoor exercise like sledding, rowing, tramping, etc., should be welcomed as a legitimate means to cultivate hardiness and vigor.

In apparatus work exercises in the hang and in the support-stand may be of medium difficulty. These exercises should be designed primarily for increasing skill, also for increasing the strength of the arms and of the abdominal muscles.

The essentials demanded in the gymnastic lesson are:—

- (a) Good posture.
- (b) Free exercises of a medium degree of difficulty performed with energy and precision.
- (c) Rhythmic steps of medium difficulty executed with good finish.

Third Book—For Pupils 12, 13, 14 and 15 Years of Age School Grades 7 and 8

A characteristic of this age-period is an increased rapidity of the growth of the lungs and heart.

Games demanding much running should give to these vital organs the stimulus they need for increased activity. Team games of increasing complexity, but requiring no great endurance, are ideal forms of exercise at this period.

Track and field work should consist of sprinting up to 150 yards, and of endurance runs from 8 to 10 minutes. To the jumping of the former periods should be added low hurdling and pole vaulting. Boys and girls at the end of this period should readily swim one hour, and know the different swimming strokes. In skating, also, they should be adepts. Tramping from 5 to 10 miles is of great value and should be encouraged.

In apparatus work exercises in the hang should require more skill. Momentary support should alternate with mounts, dismounts and vaults. For girls exercises designed to strengthen the muscles of the back and of the abdomen should predominate.

During the whole lesson, both in free exercises and in apparatus work, the demands upon the skill, agility and strength of the pupils should be increased. Boys especially should have exercises demanding resoluteness, daring and courage.

Up to a short time before puberty there need be no great difference between the exercises for both sexes. With the advent of this change, however, the many valuable exercises in the hang on the ladders, rings, giant strides, etc., offer to the girls the same opportunities for self-activity that the more violent forms of exercise on the bars, buck, etc., offer to boys.

In the physical training work the essentials are:—

- (a) Good posture.
- (b) Vigorous trunk exercises.
- (c) The correct co-ordinations demanded by the more advanced rhythmic steps.

Fourth Book—For Pupils from 15 to 20 Years

The High School Group

This age-group might be divided into two periods, A from 15 to 17 years, B from 17 to 20 years.

During the first period the boys arrive at puberty. Besides this great physiologic change, another characteristic of this period is the most rapid growth of lungs and heart for both sexes. During the years from 14 to 18 the heart practically doubles its size. Based upon the law that appropriate stimulation of an organ when it is growing most rapidly will produce the best results, heart and lungs at this period of a boy's or girl's life should receive much stimulation by means of suitable exercise. The best exercise to stimulate heart growth is running. Games, therefore, and activities that demand much running, but no severe strain, are most valuable forms of exercise.

The viewpoint determining the selection of gymnastic material for girls is the same as in the preceding period.

The games of both girls and boys now should demand the highest forms of skill, but not much endurance. Running games should give the body much encouragement for vigorous growth. In the selection of physical training material one thing always must be kept in mind; *i. e.*, the body must never be deprived of the material it needs for growth by a boy's participation in men's games, or in activities demanding great endurance. Marathon races of all kinds on land or water, as well as football or basketball games played according to rules designed for adults should not be permitted if the growing youth is expected to develop into vigorous manhood or womanhood.

Track and field work should consist of fast running up to 220 yards; cross-country runs (no speed) up to 30 minutes are permissible. Throwing and putting should be added to the field events of the preceding periods, while swimming, skating, sledding, tramping, rowing and other natural forms of exercise should receive full recognition and unceasing encouragement.

In apparatus work, especially for boys, exercises in the support, and vaulting should now receive attention, while for both sexes the exercises of skill performed in the hang may be increased.

Suitable apparatus work is of special benefit to the high school girl in giving her a training for courage and determination and an impetus to develop initiative which modern life makes increasingly necessary for girls. As creators of "joy in achievement" the "stunts" possible on suitable apparatus are factors of no small importance in guiding a girl's life into proper channels.

During the whole physical training work in the high school period the tendency to select forms of exercise that develop initiative and individuality should predominate. That part of the lesson devoted to free exercises,

therefore, should be short and be filled with vigorous physical work demanding not too much concentration.

The characteristics of a gymnastic lesson should be:—

- (a) A sustained effort to increase good posture.
- (b) Vigorous trunk exercises, made more valuable and interesting by the frequent use of suitable hand apparatus.
- (c) Rhythmic steps demanding (especially for girls) difficult co-ordinations.

During the second period of this age-group, 17 to 20 years, the young man is gradually nearing maturity. As a rule height has reached its maximum and breadth begins its development.

His games may now demand a medium amount of endurance. With boys the musculature now is becoming strong enough to allow the gradual introduction of strength exercises like wrestling, putting the shot, putting up of medium-weight dumbbells, and the countless forms of exercises upon apparatus.

If he has received the training outlined for the preceding years, fast running at all distances and cross-country running up to one hour are permissible. Rowing as a sport may be begun. Training for any one sport should, however, be discouraged. Girls at this age, and later, revel in the highest forms of æsthetic dancing.

With the completion of the twentieth year most men have arrived at maturity. For approximately the next twenty years man can undertake any kind of physical work without this interfering with his bodily development.

Women, organically healthy, may participate with profit in running short distances, in appropriate forms of throwing, in swimming and in other forms of competition requiring no violent effort.

It is doubtful if after puberty it is wise to encourage most women to take part in vigorous athletic competition. Participation in an athletic meet in each case must be decided upon the physical fitness of the participant at this time.

A CHARACTERIZATION OF GAMES BASED UPON THE DEVELOPMENT OF DIFFERENT AGE-GROUPS

First Age-Group—Infancy; from Birth to 6 Years

Playful activities, mainly with its mother, are the beginning of the infant's mental and physical development. The mother's play leads the child into the more intricate mental and physical activities of the kindergarten, which, in turn, underlie the educational aims of the school. The characteristics of the plays and games of this period are:—

1. Large movement plays in which movement predominates, and which have little mental content.
2. Dramatic plays in which the child imitates the life around him.

Typical games for children 4 to 6 years of age are:—

1. Movement plays, such as running and skipping plays and games.
2. Dramatic plays, such as the games imitating the activities of the shoemaker, the blacksmith, the carpenter, the washerwoman, etc.

Second Age-Group—Childhood; from 6 to 12 Years

This is the period of self-finding; the child begins to feel himself as an individual. Modern life has taken the child from field, forest, stream, flowers and animals, the true environment of childhood, through which he learns so much. City life with its books and reading, as a rule, are distasteful to him. He wants the real active life; he wants to know things first hand, not from books.

Typical games of this period, therefore, largely are activities that resemble the primitive outdoor experiences the child should undergo, leading to self-assertion, to an expression of individuality.

This period may be divided into two parts; *i. e.*, from 6 to 9, and 9 to 12 years.

FIRST DIVISION, 6 TO 9 YEARS

Children of this age enjoy the following play-forms:—

1. Repetition of movements and phrases with much action, typified by good song games; also by games of imitation, like Follow the Leader.
2. Impersonation, as shown in games appealing to the imagination, like Cat and Mouse, The Squirrel.
3. Simple chasing games, tag games, like plain Tag, Hand-tag, Squat-tag; or the tag games in circle formation, like Come Along, The Beetle is Out.

The characteristics of these games are:—

First. Their short duration; physically, the child will not and should not exercise to exhaustion; he has little physical endurance.

Second. They quickly reach their climax; it is impossible for the child to exert himself mentally over a length of time; he has little mental endurance.

Third. They have few rules; the rules generally apply to the selection of the next players.

The typical games of this period appeal strongly to the imagination of the players. They are suited to the immature mental and physical powers of young children. So far as sex is concerned there appears to be no great difference between the likes and dislikes of boys and girls in the choice of games.

SECOND DIVISION, 9 TO 12 YEARS

While children of this age are still largely individualistic in their plays and games, their changing interests lead them to prefer activities demanding greater mental and physical effort and, also, endurance. Boys especially begin to revel in games savoring of fighting, predatory and hunting activities. The individual appears to have deep and strong cravings to live a strenuous life, independent of adult influence. Health at this period should be at its best, while reason, true morality, sympathy, love and æsthetic enjoyment are but slightly developed.

The play-forms enjoyed most by children of this age are:—

1. Those employing all players in active participation, like Day or Night, Blackman, Rabbits, etc.

2. Personal antagonistics (especially by boys), like Stick Wrestling, Pushing and Pulling over a Line, Foot in the Ring, Tug of War, etc.

3. Intricate tag games, like Last Pair Run, Three Deep, Stick-I-Spy; or games of skill, like Leap Frog, Hop Scotch, Duckstone, etc.

The characteristics of games of this period are:—

First. Their longer duration, the climax not being reached as soon as in the games that appeal to younger children.

Second. The injection of daring, courage and greater skill in the play-forms.

Third. The beginnings of definite rules regulating even minor activities.

Third Age-Group—Early Adolescence; from 12 to 17 Years

During these years the child is undergoing a great physiologic change. With girls, puberty arrives generally between the years of 12 and 15; with boys, the time usually is between 15 and 17 years.

Mentally, this age brings with it the beginning of group consciousness, the unfolding man or woman begins to feel the need of companionship.

Like the preceding period, this also may be divided into two parts; *i. e.*, from 12 to 15 and from 15 to 17 years.

FIRST DIVISION, 12 TO 15 YEARS

The child at this age begins to realize his relation to others, he begins to feel himself a part of a social group. This desire for co-operation shows itself in some of the play-forms. Games in which the individual stands forth most prominently now begin to share their attraction with those demanding some co-operation.

The characteristics of these games are:—

First. The banding together of a certain number of players as a team to compete against similar groups.

Second. The team, as a whole, works like one individual; as a rule, there is little division of work, the games being mainly those of low organization, like Dodgeball, Battle ball.

Third. Definite rules regulating all details of the game now appear, carrying with them the introduction of an official, an umpire.

SECOND DIVISION, 15 TO 17 YEARS

With boys this is the "storm and stress" period. Girls, by this time, should be safely grounded as young women. The games offering opportunities for co-operation now have a very strong hold upon the players, especially upon the boys. Games demanding a greater division of work, even some specialization, are characteristic of this period.

Fourth Age-Group—Late Adolescence; from 17 to 21 (24) Years

This is the age of team games demanding greatest skill with a medium amount of endurance, also closest co-operation and subservience of self for the benefit of the group.

While the games of low organization still appeal to players of this age, games demanding increased skill and an increasing amount of specialization are most attractive.

The characteristic features of these games are:—

First. A high demand upon skill, coupled with a medium amount of endurance.

Second. An increased division of labor; *i. e.*, the high organization typical of Football, Baseball, Hockey, etc.

Fifth Age-Group—Maturity; from 21 (24) to Full Manhood

During the first few years of this period games demanding great endurance, as well as the highly organized games of the preceding period hold their sway. After some years, however, a change takes place and a close analysis of the play of adults who are engaged in serious occupation; *i. e.*, earning a livelihood, shows, for the most part, that it is not play in

the sense of the foregoing, but that it is recreation. The characteristic of play indulged in now is that consciously it is undertaken to furnish mental relief from the stress of work, or to give some form of physical work for those engaged in sedentary occupations. As such it consists largely of tramping, swimming, rowing, fishing, riding, driving, and similar forms of playful activities. The regular games of the former period, however, are also enjoyed, but they have lost that element of strenuousness which formerly characterized their playing. They now are played mainly for "the fun of it."

A CHARACTERIZATION OF TRACK AND FIELD WORK BY AGE-GROUPS WHEN USED FOR ATHLETIC COMPETITION

Up to the age of 12 years athletic competition, in its true sense, has no interest for the child.

During the second age-group, especially near its end at 12 years, the interest in track and field work, like running specified distances, all forms of jumping, throwing, etc., generally has been increasing. At the end of this period the child is ready for athletic competition in forms of sport suited to his development.

During the third age-group; *i. e.*, 12 to 17 years, the boy is ready to take part in athletics. In deciding what to do, it is well to remember the undeveloped child, and to select "groups" of activities rather than single sports, that the growing child may receive all-around development. Specialization at this age is a distinct harm to the boy.

Toward the end of the fourth age-group; *i. e.*, from 17 to 21 years, specialization in some sports for which the boy shows special aptitude may be allowed, although "grouped" activities still are of the greatest mental and physical value to him.

In the fifth age-group; *i. e.*, over 21 years, a man has arrived at maturity when even extreme specialization cannot harm him greatly. Yet, even at this age, sports complementing each other are the better forms of competition.

If it is advisable, after puberty, for girls to take part in vigorous athletic competition (even in running short distances, swimming, appropriate forms of throwing, and like forms of unobjectionable sports), depends entirely upon the physical fitness of the girl at the time of the contest.

PART II

THE ESSENTIAL PHYSICAL TRAINING MATERIALS

Arranged by
AGE-GROUPS

First Book, School Grades 1, 2 and 3
Second Book, School Grades 4, 5 and 6
Third Book, School Grades 7 and 8

FIRST BOOK

School Grades 1, 2 and 3; Ages 6 to 10 Years

Part I

Tactics—Grades 1 and 2

A. *Moving of the class.* The pupils are arranged in a column of front ranks of two (see Fig. 1), the tallest at the head. March forward. Keeping step is not expected in the first grade. Head and chest up; arms swing naturally.



Figure 1

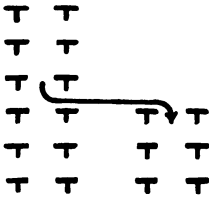


Figure 2

B. *Formation for free exercises.* 1. The last half of the class marches forward and forms at the left of the first half at four steps' distance (see Fig. 2).

2. Open the ranks (of two) sideward from the center by taking one side step outward (two counts).

3. Close the ranks by taking one side step inward. In marching off, the first half of the column leads (see Fig. 3).

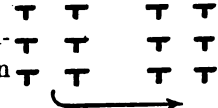


Figure 3

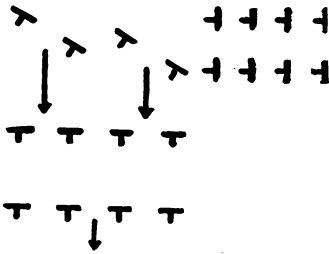


Figure 4

Grade 3

A. *Moving the class.* The pupils are arranged in a column of front ranks of two, the tallest at the head. March forward. At a given corner successively form fours (see Fig. 4). Head and chest up. Arms swing naturally.

B. *Formation for free exercises.* Open the ranks (of four) sideward from the center, two steps distance, in succession (6 counts). (See 1 Fig. 5.)

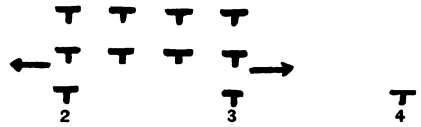


Figure 5

Free Exercises

The essential free exercises of these grades are:—

- (a) *Arms:*
 1. Raise the straight arms forward, sideward, fore-upward, side-upward.
 2. Straighten and thrust the arms forward, sideward, upward; the starting positions being “Arms bent upward,” “Arms bent to thrust,” and “Hands on hips.”
- (b) *Legs:*
 1. Raise the straight leg forward, sideward, backward.
 2. Place the foot forward, sideward, backward; stride forward, sideward, backward.
 3. Raise the knee forward; raise the heels; bend the knees.
- (c) *Trunk:*
 1. Lower the trunk forward.
 2. Bend the trunk forward, sideward, backward (raise the chest).
 3. Turn the trunk.

Co-ordinations, Grades 1 and 2

(See, also, note on page 64.)

A. *Two-movement exercises of one body-part.* Simple exercises, mainly rhythmic work.

Examples: Raise the arms forward—1; lower—2.

Or (hands on hips) bend the trunk left—1; straighten—2.

Or (hands on shoulders) place the left foot backward—1; replace—2.

B. *Alternation of two easy two-movement exercises* (1) of similar or (2) of dissimilar body-parts.

Examples: (1) Similar parts: Raise the arms forward—1; lower—2; raise the arms sideward—3; lower—4.

(2) Dissimilar parts: (Hands on hips) bend the trunk forward—1; straighten—2; place the left foot forward—3; replace—4.

Grade 3

C. *Four-movement exercises of the arms.*

Examples: Raise the arms sideward—1; raise upward—2; lower sideward—3; lower downward—4.

Or (hands on hips) straighten the arms forward—1; move them sideward—2; move forward—3; replace hands on hips—4.

D. *Two-part combined exercises* (two parts of the body moving together).

Examples: Raise the arms sideward and bend the knees—1; return—2.

Or (arms bent upward) bend the trunk fore-downward and straighten the arms downward—1; return—2.

Part II

Rhythmic Steps

A. *Marching steps.*

(1) Marching in common time; *i. e.*, 135 steps per minute; in fast time; *i. e.*, 150 to 160 steps per minute, arms swing naturally.

(2) Easy arm and leg movements while marching and running.

B. *Dancing steps.* (See note, page 64.)

(a) Glide; gallop; skip-step; step-hop; change-step; glide-hop.

(b) Triple glide; triple gallop; double step-hop; double glide-hop.

(c) Hopping four times left and right; four jump-steps with subsequent quarter turns; triple step-hop.

(d) Balance-step sideward, forward, and backward; step and courtesy in two measures.

Part III

Consists of Exercises in Breathing

Part IV

A. Games

(For a description of the games see the other Handbooks or "Games and Dances.")

A rather large selection of good school games is presented, that every school may find a sufficient number of good, lively games, suited to its yard space. A few new games should be taught during each year, that at the end of its school life every child shall thoroughly understand a number of real gymnastic games. What children need is not an infinite number of games, but sufficient time and space to play a few good games suited to their ages.

Games marked with an (R) can be played in the school room as well as in the gymnasium or yard.

(a) *Action games*; *i. e.*, games complete in themselves (like the gymnastic games) which have a song accompaniment.

Examples: We All Stand Here; Drop the Handkerchief; Let Us Chase the Squirrel.

(b) *Song games*; *i. e.*, games in which the movement organically is connected with the song, both being necessary to play the game.

Examples: How D'ye Do, My Partner; The Muffin Man; Did You Ever See a Lassie; The Needle's Eye; Oats, Peas, Beans and Barley Grow;

The Carrousel; Jolly is the Miller; Little Sister, Come With Me; Herr Schmidt; I See You; My Brother.

(c) *Gymnastic games.* (Games marked R can be played in the rooms.)

Examples: Cat and Mouse; What are you doing in my garden?; Hand Tag (R); Squat Tag (R); Skip Tag (R); Follow the Leader (R); Cat and Mouse, in two concentric circles; Cat and Mouse, with two cats; Change Tag; Catch Me; Spin the Plate, or Catch the Wand (R); Jacob, Where Are You? (R); Potato Race, planting and picking; Third Tag and Run; Pussy Wants a Corner; The Beetle is Out; Fox and Chickens; Pass the Bean Bag (Bag Relay).

Ball Games: Bean Bags (R): (a) toss up and catch; (b) toss to a partner; (c) combine a and b; (d) Teacher; Bound Ball (R): toss the bag for height; toss through a bagboard (R); Bag in the Ring (R); Dodge Ball, with one foot in a circle (R).

Increase the difficulty of the games named above by greater distances; by designating the hand that throws or catches; also by hand clapping once (or oftener) before a bag is caught.

In the third grade, play the ball games of the preceding grades with a large gas ball, a soft base ball, a tennis ball or a basket ball.

Additional games for the third grade.

Duckstone, with bean bags (R); Guess Who? (R); Throw at a bell, or through a hoop (R).

B. Track and Field Events, Grades 1 and 2

(a) *Fast running*—sprinting—up to 50 yards.

(b) *Endurance running* from 2 to 3 minutes. Pupils suffering from short breath or pain in the side, step out of line without further comment. As soon as breathing is normal they again step into line.

(c) *Standing broad jump.* Pupils in the first and second grade simply make playful attempts in broad jumping.

Grade 3

NOTE.—The figures in parentheses under each year in (a) and (c) show what the best pupils of this age can accomplish.

(a) *Fast running*—sprinting—(up to 75 yards).

Minimum requirements: 50 yards. Time in seconds.

	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.
Boys	9 (8 $\frac{1}{2}$)	8 $\frac{1}{2}$ (8 $\frac{3}{4}$)	8 $\frac{2}{5}$ (8 $\frac{1}{5}$)	8 $\frac{1}{5}$ (8)	8 (7 $\frac{3}{4}$)
Girls	9 $\frac{2}{5}$ (9)	9 $\frac{1}{5}$ (8 $\frac{1}{2}$)	8 $\frac{4}{5}$ (8 $\frac{2}{5}$)	8 $\frac{3}{5}$ (8 $\frac{1}{5}$)	8 $\frac{2}{5}$ (8)

(b) *Endurance running* from 4 to 5 minutes. Pupils suffering from short breath or pain in the side, step out of line without further comment. As soon as breathing is normal they again step into line.

(c) *Jumping.*

Minimum requirements in feet and inches.

Standing Broad Jump.

	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.
Boys	3.4 (4.4)	3.8 (4.10)	4 (5.4)	4.3 (5.10)	4.6 (6.3)
Girls	3 (4.4)	3.1 (4.6)	3.3 (4.9)	3.6 (5)	3.8 (5.3)

Running Broad Jump.

	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.
Boys	6 (6.9)	6.6 (7)	7 (7.6)	8.3 (9.1)	9.6 (10.8)
Girls	5.5 (6)	5.6 (6.2)	5.10 (6.8)	6.6 (7.8)	7.2 (8.4)

C. Apparatus Work

(See note regarding reference books on page 73.)

The apparatus used consists of Horizontal Ladders, Swinging Rings, Balance Beams, Stall Bars, and the Long Jumping Rope.

- (a) Simple exercises in the hang-stand and in the hang.
- (b) Walking on the low beam.
- (c) Running through the jumping rope; jumping in the rope.

SECOND BOOK

School Grades 4, 5 and 6; Ages 9 to 13 Years

Part I

Tactics

A. *Moving the class.* The pupils are arranged in a column of front ranks of two, the tallest at the head. March forward. At a given corner successively form fours (see Fig. 6). In the sixth grade this forming is to be performed in running as well as in marching.

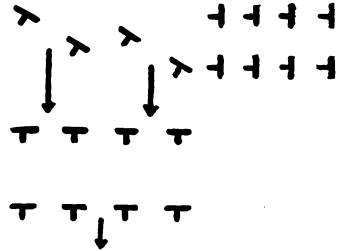


Figure 6

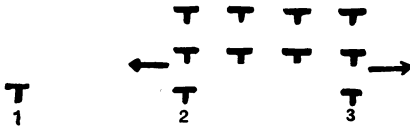


Figure 7

B. *Formation for free exercises.* Open the ranks from the center, two steps distance, in succession, by marching forward (4 counts). (See Fig. 7.)

Free Exercises

The essential free exercises of these grades are:—

- (a) *Arms:*
 1. Raise the straight arms forward, sideward, fore-upward, side-upward.
 2. Straighten and thrust the arms forward, sideward, upward and downward, the starting positions being: "Arms bent upward," "Hands on hips," "Arms bent to thrust."
 3. Circle arms forward and backward. Swimming movements (Grade 4).
- (b) *Legs:*
 1. Raise the straight leg forward, sideward, backward.
 2. Place the foot forward, sideward, backward; stride; lunge.
 3. Raise the knee forward; raise the foot backward; raise the heels; bend the knees; swimming movements (Grade 4).
- (c) *Trunk:*
 1. Lower the trunk forward.
 2. Bend the trunk forward, sideward, backward.
 3. Turn the trunk.

NEW CO-ORDINATIONS

Repeat previous co-ordinations (page 16), see also note on page 64.

A. *Simple intersected exercises*, consisting of two two-movement exercises of two body-parts arranged as a four-movement sequence.

Example: (Hands on hips) stride left forward—1; lower the trunk forward—2; raise the trunk—3; replace the foot—4.

Or (arms at sides) swing the arms fore-upward—1; lunge left sideward—2; replace the foot—3; lower the arms—4.

B. *Alternations* of two two-part combined exercises.

Example: Place the left foot backward and raise the arms sideward—1; return—2; lunge left forward and raise the arms sideward—3; return—4.

C. *Three-part combined exercises* (three parts of the body).

Example: Lunge left forward, lower the trunk forward and raise the arms sideward—1; return—2.

Or (hands on hips) lunge left sideward, bend trunk left and straighten the right arm upward—1; return—2.

D. *Combined intersected exercises of three body-parts*. In this co-ordination (1) the first movement may be of two body-parts, while the second is of one body-part.

Example: (Hands on hips) lunge left sideward and bend the trunk left—1; straighten the right arm upward—2; replace the hand—3; straighten the trunk and replace the foot—4.

Or (2) the first movement may be of one body-part, while the second is of two body-parts.

Example: (Hands on hips) lunge left sideward—1; bend the trunk left and straighten the right arm upward—2; straighten the trunk and replace the hand—3; replace the foot—4.

Or (3) both the first and the second movement may be of two body-parts.

Example: Lunge obliquely left forward and swing the arms fore-upward—1; bend the trunk obliquely fore-downward and swing the arms fore-downward—2; reverse the second movement—3; return to the starting position—4.

Part II

Rhythmic Steps

A. *Marching steps*.

- (1) Marching in common time; *i. e.*, 135 steps per minute; in fast time; *i. e.*, 150 to 160 steps per minute, arms swing naturally.
- (2) Leg movements while marching and running: On toes, raising the knees, raising the straight leg.
- (3) Marching with two- and four- movement arm exercises, four steps to each movement.

B. *Dancing steps.* (See note, page 64.)

- (a) Step-hop; glide-hop; change-step; skip change-step; swing-hop; polka-hop; balance-hop.
- (b) Double step-hop; double glide-hop; skip-step with foot and leg swings in three-quarter time; double balance-hop.
- (c) Triple step-hop; triple glide-hop; three-step swing-hop; triple balance-hop; balance-hop-turn.
- (d) Balance-step with quarter turns; step-turn sideward; step and curtsy.

Appropriate trunk and arm movements to be added as soon as the characteristics of each rhythm have been learned.

Part III

Consists of Exercises in Breathing

Part IV

A. Games

(For description see other Handbooks, also, "Games and Dances.")

(a) *Gymnastic games.* All the games of Grades 1, 2 and 3 may be played.

Day or Night; Bogey Man (Black Man); Break Through (Bear in the Ring); Last Pair Run; Lame Goose; Catch the Wand; Three Deep; Poison; Jumping Circle; Rubber Quoits (Grace Hoops); Catch the Robber.

Ball games. Throw a ball for height and distance; toss and catch a tennis ball; toss up (name the catcher); simplified forms of baseball; girls and boys, with the hand, bat a volley ball or a light basket ball; throw the medicine ball for height and for distance; Kick ball; Pass ball in a circle, also backward over head.

(b) *Team games of low organization.* Rabbits; Dodgeball (in a circle); Chaseball; Volley Ball (throw over); End Ball; Corner Ball; simplified Soccer Ball; also Potato Race as a team game; running and hopping races.

(c) *Boys' wrestling games.* Foot in the ring; Free hopping (Rooster Fight); Wrestle for the wand; Push and pull (over the line).

B. Track and Field Events

NOTE.—The figures in parentheses under each year in (a), (c) and (e) show what the best pupils of this age can accomplish.

(a) *Fast running*—sprinting—up to 75 yards. Grade 4.

Minimum requirements: 50 yards. Time in seconds.

	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.
Boys	9 (8½)	8½ (8½)	8½ (8½)	8½ (8)	8 (7½)
Girls	9½ (9)	9½ (8½)	8½ (8½)	8½ (8½)	8½ (8)

(b) *Endurance running* from 4 to 6 minutes. Pupils suffering from short breath or pain in the side, step out of line without further comment. As soon as breathing is normal they again step into line.

(c) *Fast running*—sprinting—up to 100 yards. Grades 5 and 6.

Minimum requirements: 100 yards. Time in seconds.

	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.
Boys	17½ (15½)	16½ (15½)	15½ (15)	15 (14½)	14½ (13½)	13½ (13)
Girls	17½ (15½)	16½ (15½)	16½ (15½)	16½ (15½)	16½ (15½)	16½ (15½)

(d) *Endurance running* from 6 to 8 minutes. Pupils suffering from short breath or pain in the side, step out of the line without further comment. After breathing is normal they again step into line.

(e) *Jumping*. Grades 4, 5 and 6.

Minimum requirements in feet and inches.

Standing Broad Jump.

	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.
Boys	3.4 (4.4)	3.8 (4.10)	4 (5.4)	4.3 (5.10)	4.6 (6.3)	4.9 (6.6)	5.2 (6.10)	5.5 (7.4)
Girls	3 (4.4)	3.1 (4.6)	3.3 (4.9)	3.6 (5)	3.8 (5.3)	3.10 (5.6)	4 (6)	4.1 (6)

Running Broad Jump.

	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.
Boys	6 (6.9)	6.6 (7)	7 (7.6)	8.3 (9.1)	9.6 (10.8)	11.4 (12.2)	12.6 (13.5)	13.5 (14.7)
Girls	5.5 (6)	5.6 (6.2)	5.10 (6.8)	6.6 (7.8)	7.2 (8.4)	8 (9)	9 (10.8)	9 (11.8)

Running High Jump.

	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.
Boys	2.2 (2.8)	2.5 (2.10)	2.8 (3.2)	2.11 (3.4)	3.1 (3.6)	3.4 (3.9)	3.6 (4.2)	3.9 (4.5)
Girls	2.2 (2.6)	2.5 (2.8)	2.8 (2.10)	2.9 (3)	2.10 (3.2)	3.2 (3.3)	2.11 (3.1)	2.9 (2.10)

Triple Standing Broad Jump.

Boys	13	14	14.6	15.1	16.4	18.1
	(15.9)	(16.9)	(18.7)	(19)	(20.7)	(22.4)
Girls	10.10	12.1	12.5	12.9	13	13.10
	(14.2)	(14.8)	(15.8)	(17)	(17)	(17.7)

Running Hop, Step and Jump.

Boys	16.4	18	18.8	19.9	21.7	23
	(20.5)	(23)	(24.5)	(26)	(29)	(29.5)
Girls	13.8	14.6	15.5	15.6	16.4	16.6
Girls with a 10-foot start..	(17)	(18.8)	(21.4)	(21)	(21.2)	(20)

(f) *Swimming.* Pupils at the end of their fourth school year should learn to swim. Arrange to have your pupils enter one of the special classes conducted for the teaching of swimming.

Skating. Encourage your pupils to learn the elementary steps.

C. Apparatus Work

(See note regarding reference books on page 73.)

Horizontal Ladders, Swinging Rings, Giant Stride, Balance Beams, Stall Bars, Long Jumping Rope, Low Horizontal Bars.

(a) Simple exercises for increasing skill, also strength of arms and of abdominal muscles. Exercises in the hang, hang-stand, support-stand, hang-lying and support-lying.

(b) On the beam, walking forward and backward; leg exercises; momentary support.

(c) Running through and simple jumping in the rope; jumping with one-quarter turns.

THIRD BOOK

School Grades 7 and 8; Ages 12 to 15 Years

Part I

Tactics

A. *Moving the class.* The pupils are arranged in a column of front ranks of two, the tallest at the head; alternately march and run forward. At a given corner successively form fours (see Fig. 8). This forming is to be performed in running as well as in marching.

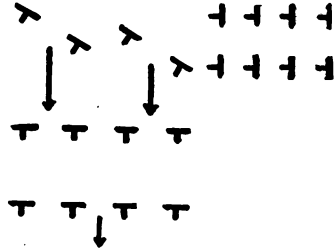


Figure 8

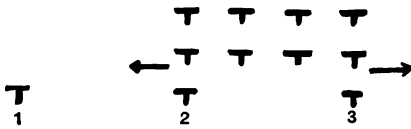


Figure 9

B. *Formation for free exercises.* Open the ranks from the center, two steps distance, in succession by marching forward (4 counts). (See Fig. 9.)

Free Exercises

In the seventh grade the exercises without hand apparatus often should alternate with wand exercises, and in the eighth grade with club or dumb-bell exercises.

The essential free exercises of these grades are:—

- (a) *Arms:*
 1. Raise the straight arms in all directions.
 2. Straighten, thrust and strike forward, sideward, upward and downward, the starting positions being: "Arms bent upward," "Arms bent to thrust," and "Arms bent to strike."
 3. Circle arms forward, backward, inward, outward.
- (b) *Legs:*
 1. Raise the straight leg in all directions.
 2. Place the foot in all directions; stride; lunge.
 3. Raise the knee; foot; heels; bend the knees.
- (c) *Trunk:*
 1. Lower the trunk forward.
 2. Bend the trunk in all directions.
 3. Turn the trunk.

NEW CO-ORDINATIONS

Repeat previous co-ordinations (page 21), see also note on page 64.

A. *Complex sequences.* Four-movement sequences of one body-part combined with a two-movement exercise of a second (or third) body-part.

In this co-ordination some of the movements should employ three body-parts.

Example: (Arms bent to thrust) Lunge left forward, lower the trunk forward and thrust sideward—1; raise the arms upward—2; lower the arms sideward—3; return to the starting position—4.

Or (2) if *Wands* are used: Raise the arms fore-upward—1; lunge left sideward, bend the trunk right and lower the wand right downward on the right hip—2; reverse—3; return to the starting position—4.

Of (3) if *Dumb-bells* are used: (Arms bent to thrust) Lunge left sideward, bend the trunk right and thrust sideward—1; change knee-bend, bend the trunk left and swing the right arm bent overhead, the left behind the back—2; reverse—3; return to the starting position—4.

Part II

Rhythmic Steps

A. *Marching steps.*

- (1) Marching in common time; *i. e.*, 135 steps per minute; in fast time; *i. e.*, 150 to 160 steps per minute, arms swing naturally.
- (2) Leg movements while marching and running: On toes, raising the knees, raising the straight leg.
- (3) Marching with two- and four- movement arm exercises, four steps to each movement.

B. *Dancing steps.* (See note, page 64.)

- (a) Polka-hop with prefixed leg movements; cut; cut-hop.
- (b) Mazurka-hop; balance-hop and cut.
- (c) Schottische-step; cut and cut-hop, either as single or triple; three-step-turn.
- (d) Balance-step and swing-hop in alternation.

Appropriate trunk and arm movements to be added as soon as the characteristics of each rhythm have been learned.

Part III

Consists of Exercises in Breathing

Part IV

A. Games

(a) *Gymnastic games.* Poison; Catch the Robber; Three Deep; Day or Night; Kick Ball; Pass ball (over head, also in a circle); Medicine Ball for height or for distance; Hurl Ball (four-pound medicine ball with a strap handle).

(b) *Team games of low organization.* Rabbits, Dodgeball, Chaseball, Battle Ball.

Also potato races as a team game, running and hopping races.

(c) *Team games of high organization.* Prisoner's Base, Captain Ball, Volley Ball, Baseball, Soccer Ball, Goalball.

B. Track and Field Events

NOTE.—The figures in parentheses under each year under (a) and (c), show what the best pupils of this age can accomplish.

(a) *Fast running*—sprinting—up to 150 yards.

Minimum requirements: 100 yards. Time in seconds.

	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.
Boys	17½	16½	15½	15	14½	13½
	(15½)	(15½)	(15)	(14½)	(13½)	(13)
Girls	17½	16½	16½	16½	16½	16½
	(15½)	(15½)	(15½)	(15½)	(15½)	(15½)

(b) *Endurance running* from 8 to 10 minutes. Pupils suffering from short breath or pain in the side, step out of line without further comment. After breathing is normal they again step into line.

(c) *Jumping.* Standing and running broad jump; running high jump; hop, step and jump; and triple standing broad jump.

Minimum requirements in feet and inches.

Standing Broad Jump.

	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.
Boys	4	4.3	4.6	4.9	5.2	5.5
	(5.4)	(5.10)	(6.3)	(6.6)	(6.10)	(7.4)
Girls	3.3	3.6	3.8	3.10	4	4.1
	(4.9)	(5)	(5.3)	(5.6)	(6)	(6)

Running Broad Jump.

	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.
Boys	7	8.3	9.6	11.4	12.6	13.5
	(7.6)	(9.1)	(10.8)	(12.2)	(13.5)	(14.7)
Girls	5.10	6.6	7.2	8	9	9
	(6.8)	(7.8)	(8.4)	(9)	(10.8)	(11.8)

Running High Jump.

	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.
Boys	2.8	2.11	3.1	3.4	3.6	3.9
	(3.2)	(3.4)	(3.6)	(3.9)	(4.2)	(4.5)
Girls	2.8	2.9	2.10	3.2	2.11	3.0
	(2.10)	(3)	(3.2)	(3.3)	(3.1)	(3.5)

Triple Standing Broad Jump.

	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.
Boys	13	14	14.6	15.1	16.4	18.1
	(15.9)	(16.9)	(18.7)	(19)	(20.7)	(22.4)
Girls	10.10	12.1	12.5	12.9	13	13.10
	(14.2)	(14.8)	(15.8)	(17)	(17)	(17.7)

Running Hop, Step and Jump.

Boys	16.4	18	18.8	19.9	21.7	23
	(20.5)	(23)	(24.5)	(26)	(29)	(29.5)
Girls	13.8	14.6	15.5	15.6	16.4	16.6
Girls with a 10-foot start..	(17)	(18.8)	(21.4)	(21)	(21.2)	(20)

Where possible, low hurdles, and pole vaulting, are two advisable additional events.

(d) To *swimming* and *skating* of the former grades, pupils should be encouraged to add *tramping*.

C. Apparatus Work

(See note regarding reference books on page 73.)

Horizontal Ladders, Swinging Rings, Giant Stride, Balance Beams, Stall Bars, Long Jumping Rope. Low Horizontal Bars.

(a) Exercises of skill demanding greater co-ordination, also increased strength of arms and of abdominal muscles. Exercises in the hang, hang-stand, support-stand, hang-lying, support-lying and support.

(b) On the beam, walking forward, backward, sideward, momentary support, mounts, dismounts, easy vaults.

(c) In the rope, exercises performed simultaneously by twos, threes and fours, run in and out; one-quarter and one-half turns after a specified number of jumps.

PART III

A SELECTION OF USEFUL EXERCISES ON APPARATUS. DANCING STEPS. CLASS-AIMS AND RECORDS BY AGES IN TRACK AND FIELD EVENTS.

In the lower grades all exercises should be performed simultaneously as classwork by as many pupils as can conveniently exercise upon a piece of apparatus. As the time devoted to gymnastics is short, there should be enough pieces of apparatus of the same kind to allow one-fourth of the class to exercise at the same time. If the equipment is not large enough to admit this, it is advisable to employ several different kinds of apparatus and perform the same movements on each. For instance, if simple exercises in the hang-stand are to be performed these can be done simultaneously on a horizontal ladder, on the swinging rings and on the balance-beam if these different kinds of apparatus all are placed at the same height from the floor. A little ingenuity on the part of the teacher in arranging the apparatus or in slightly changing the exercise to suit the apparatus will make even a meagre equipment suffice.

As children progress upward in the grades a noticeable difference in strength and skill will appear among the pupils of each room. If one considers that school grades are based upon mental equality it readily will be seen that the higher one goes in the grades the greater the difference in bodily strength and skill will be among pupils of the same grade. In the gymnastic lesson this difference must be heeded. All classes in the upper grades must, therefore, for work upon apparatus have at least two divisions of each sex based upon physical standards. The lower divisions consisting of the weaker pupils should receive the special attention of the teacher. The higher divisions should have more difficult exercises. By carefully guided self-activity the best pupils gradually should be led to much freedom in the choice of gymnastic exercises. Apparatus work is one of the best means at the disposal of the school to encourage among its pupils self-expressive activity.

Girls should be encouraged to wear bloomers for all gymnastic work. In the upper grades, in mixed classes, bloomers are indispensable if any apparatus work worthy of the name is to be developed.

FOR GRADES I TO VI.

A. Horizontal Ladder, Swinging Rings and Balance-Beam. Exercises in the hang-stand. Apparatus hip-high.

1. Side-stand frontways. Grasp the apparatus, then walk forward to the hang-stand frontways (Fig. 10).
 - (a) Raise left knee, then right.
 - (b) Raise the (straight) left leg forward, then the right.
 - (c) As (b) but sideward.
 - (d) Move the hands far apart by hand traveling; return.
 - (e) As (d) by hand jumping; (only for strong pupils).
 - (f) Bend and straighten the arms.
 - (g) Try some of the preceding exercises when arms are bent.

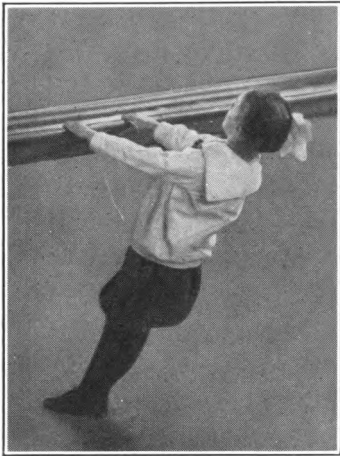


Figure 10

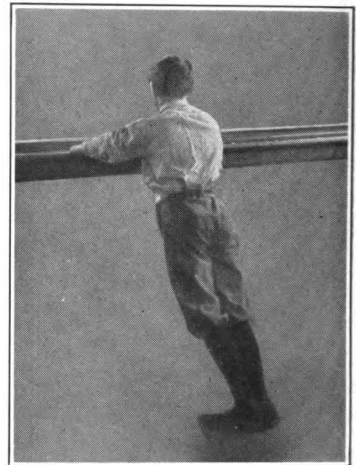


Figure 11

B. Horizontal Ladder, Swinging Rings and Balance-Beam Exercises in the support-stand. Apparatus hip-high.

1. Side-stand frontways. Grasp the apparatus, then walk backward, to the support-stand frontways (Fig. 11).
 - (a) Raise the left leg backward, then right.
 - (b) As (a) but sideward.
 - (c) As (a) then bend right knee; then opposite.
 - (d) As (b) then bend right knee; then opposite.
 - (e) Raise the left knee forward, then straighten the leg backward.
 - (f) As (e) bending right knee when left leg is straightened; then opposite.
 - (g) Bend and straighten the arms.
 - (h) Try some of the preceding exercises when arms are bent.

C. Horizontal Ladder, Swinging Rings and Balance Beam

Exercises in the hang. Apparatus hang-high (i. e. just high enough that when hanging by the hands the toes are slightly above the ground).



Figure 12

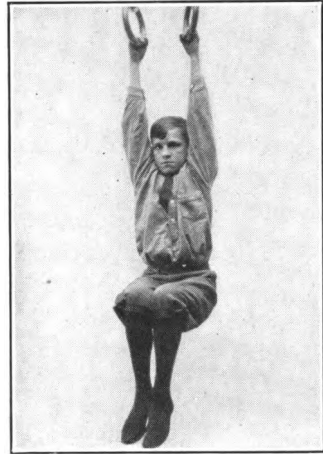


Figure 13

1. Side-stand frontways. Jump to a side-hang (Fig. 12).
 - (a) Side-straddle.
 - (b) Cross-straddle.
 - (c) Raise the heels.
 - (d) Raise the knees (Fig. 13).
 - (e) (Not on rings). Hand traveling sideward (small steps, not too many).

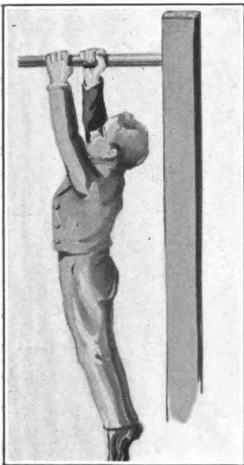


Figure 14

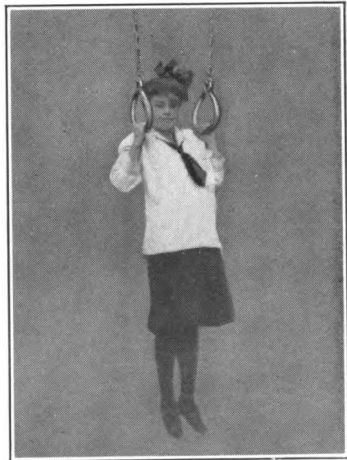


Figure 15

2. **Cross-stand.** (Not on rings). Jump to cross-hang (Fig 14).

- (a) Side-straddle.
- (b) Cross-straddle.
- (c) Raise the heels.
- (d) Raise the knees.
- (e) Hand traveling forward (small steps, not too many).

D. Swinging Rings

Exercises in the hang. Apparatus head-high.

1. **Side-stand frontways.** Grasp rings and walk backward until arms are straight.

- (a) Three short running steps forward, pendulum-swing backward (3 to 5 times). Don't jump off. Stop the swing with the feet.
- (b) At the end of the fore-swing momentarily raise the knees.
- (c) When swinging backward raise the heels.
- (d) From the stand, rings grasped, jump up into the bent-arm-hang (Fig. 15).
- (e) (For strong pupils). In the bent-arm-hang: straddle, raise heels, knees, sink slowly into the hang with straight arms.



Figure 16

E. Balance-Beam

Exercises on the beam. Apparatus not quite knee-high.

1. **Cross-stand at the right of the beam.** Left foot on the beam.

- (a) Stand on beam, right foot in front. Balance (Fig. 16). (Later assume some simple arm positions). Step off **right** sideward.

- (b) Step on beam and walk forward. (Later with some easy assumed arm position).
- (c) Step on beam. Walk forward with knee raising.

F. Stall-Bars

Exercise on the bars.

1. Side-stand frontways.

- (a) Walk up and down.
- (b) Stand frontways on bars. Hands head-high. Bend and straighten knee.
- (c) As (b) bend and straighten hips, arms and knees straight (Fig. 17).



Figure 17

2. Side-stand rearways. Hands grasping bar overhead.

- (a) Raise left knee forward; then right.
- (b) Raise left leg forward; then right.

G. Long Jumping Rope

Exercises involving the use of the long jumping rope promote courage and develop presence of mind. They also offer abundant employment to those performing and are, therefore, particularly adapted for use in all school grades, where they should be practiced diligently.

The jumping rope measures from five (5) to six (6) yards in length, and is about one-half inch thick. At one end a loop may be made or a ring attached wherewith the rope may be best fastened to a jumping standard, a post or the fence. It may also be held by a non-performing pupil, or may be weighted down by means of iron wands or dumb bells

The right hand is used to swing the rope. The left hand holds the free end. As soon as a pupil becomes caught in the rope, the rope is either slackened or dropped to the floor.

The pupils may be arranged in a half circle about the rope.

Group I.

Preparatory exercises (rope held quietly about 8 inches above the floor.)

(A) The pupils working first singly, then in couples, perform the standing jump over the rope. After jumping, the first aligns herself next the last. (This standing jump should previously have been practiced as a part of the regular calisthenic work).

(B) Jumping over the rope with a walking or a running start. The take-off is made from one foot and the landing on the other. To be performed singly and in couples (Fig. 18).



Figure 18

Group II.

Endurance Running.

i. e., Running through under the rope as it circles toward the performers.

It is advisable to designate with chalk a spot from which the running start should be made.

(A) The pupils run through one by one after every second or third swing of the rope and align themselves next to the last in the file. The running start is made as soon as the rope passes the head.

(B) When A has been practiced a sufficient number of times, running through should be required after each swing of the rope. The exercise should be performed in good form and without any show of fear.

Running through with a running start of four (4) steps follows. At first the steps may be counted, and count "1" accented, since this marks the beginning of the run.

NOTE.—One reaches the desired goal more quickly when the teacher says that all who pay strict attention to succession in line and to the instructions for correct execution in performing the exercises shall align themselves on the right while the other run around to the left. This procedure is of advantage in that the more proficient may later advance more rapidly, and in setting an example encourage the others to correct their form and thereby regain their former place in the line.

(C) Like B. The running through is performed in couples and then in ranks of three and four.

(D) The foregoing exercises are summarized in that the pupils run through first singly, then in couples, and then in ranks of four without interruption, the first pupil or couple circling to the right and the next to the left.

NOTE.—The above exercises may be modified by associating with them various arm activities. The running through may be combined also with the picking up of various objects. In the place of the running steps, skipping, gallop-hopping sideward, or polka-hopping forward may be substituted.

Group III.

Running in the Loop and in the Figure Eight.

The pupils are divided into ranks of four.

(A) Running in the form of a loop consists of running through twice in such manner that after running through a first time the pupil circles to the right around the jumping standard and runs through a second time (Fig. 19). The four performers of a rank run one after the other. The first child follows the fourth and must be ready to run through upon the fifth swing of the rope. Continue this for a short time.



Figure 19

As soon as the first rank finishes, the second begins.

The exercise also should be performed in the opposite direction. Modifications: The run is performed by four couples. The line of direction may be the same as for the individuals, or the couples may separate after running through the first time, circling outward and rejoining for the second run.

(B) In order to perform the figure eight (Fig. 20), the child runs through three times. After the first run through, the pupil runs to the right around the jumping standard, and after the second run, around the teacher. After the third run the child aligns itself behind the remaining pupils.



Figure 20

The modifications are similar to those for running in the loop.

Group IV.

A Running High Jump over the quiet Rope.

The rope is now held slightly higher than before. The running high jump which is used here should first be practiced as a free exercise (without the rope). This exercise may be performed also with quarter and half-turns left or right.

Group V.

Jumping over the rope as it circles footward, i. e., forward.

(A) Preliminary exercise. Jumping over the rope as it swings back and forth. As soon as the rope begins its return swing from the greatest distance, the pupil runs forward and jumps over the rope when, on its return swing, it is nearest the floor. This point may be chalk-marked upon the floor. The take-off is performed from one foot and the landing on the other. Counting or calling to the pupils will encourage and help them. The exercise also is practiced in couples.

(B) Main exercise. Jumping over the rope as it swings toward the feet. The rope is now swung forward in a circle. The run begins as soon as the rope passes the face of the performer. The run is at first made after every second swing, then after each swing.

Time is gained if the timid and awkward ones are the last to jump. The exercise also should be performed in couples.

Group VI.

Running through and running back with jumping over the Rope.

Exercises in groups II and IV are so combined that, after running through, the pupil returns to the original position by an immediate counter-running left and jumping over the rope. The pupils follow one upon the other at every swing. Here, also, the execution may be made easier at the beginning if two lines (indicating direction) be marked upon the floor. In circle rope jumping the teacher must pay particular attention to the returning pupils.

Group VII.

Jumping or Hopping in the Rope.

Jumping or hopping in the rope is done on both feet or on one foot without and with facings.

(A) After running in (Group II) four jumps are taken and the pupil runs out (Fig. 21). As the exercise is repeated the pupils may jump back and forth in the rope, or turn about as they jump. Instead of running steps substitute skipping or polka-hopping forward.

(B) In couples, with arms crossed forward to a chain (skater's position): One polka-hop forward into the rope, four jumps in the rope, one polka-hop out at the farther end. After eight counts, the next couple



Figure 21

follows. The same with the following modifications: the pupils hop four times (twice on each foot).

(C) Like (B), but the first jump is made with a quarter (or half) turn toward one another, and the third jump back to the original position.

(D) The jumps (A) to (C) with the exception of the polka-hop as used in Group V.

(E) The jumps (A) to (D), leaving out the extra hop.

The "Moment" in the Rope.

For the moment in the rope both kinds of circle jumping may be considered.

(A) The pupils, standing near the teacher, run and follow the rope as it circles toward the head, jump over the same and run out on the right side of the jumping standard.

(B) Like (A). Jump over the rope as it circles toward the feet and run out toward the right side.

NOTE.—Both exercises are practiced also from the side of the jumping standard toward the teacher.

After the "running in" has been learned the jumping in the rope may continue as before.

Older pupils delight in forming combinations of their own.

H. Giantstride

Exercises on the giantstride may be begun with the pupils of the fourth grade. Do not allow any child to exercise that has not shown its ability to support its own weight easily by the previous exercises on the ladder, beam, bars, etc.



Figure 22

The only exercise to be learned is the run and swing (Fig. 22). The run should consist of three quick running steps which will swing the pupil lightly up in the air. See that both running and swinging are in line with the circle, not at an angle. Teach both grasps; *i. e.*, the one with the right hand up, that is used when circling right, and the other with the left hand up, that is used when circling left. As most pupils are right-handed, it is advisable often to call attention to the fact that for equal development both sides must be practiced.

MORE DIFFICULT APPARATUS WORK FOR GRADES VII AND VIII.

A. Horizontal Ladder, Swinging Rings and Balance-Beam Exercises in the hang-stand. Apparatus hip-high.

1. Side-stand frontways. Grasp the apparatus, then jump forward to the hand-stand frontways (Fig. 23).
 - (a) Bend and straighten arms, both in upper and under grip.
 - (b) Bend arms, then straighten right arm sideward; then left.
 - (c) (Not on rings). Hand traveling (walking) in place.
 - (d) (Not on rings). Hand jumping in place (for strong pupils).

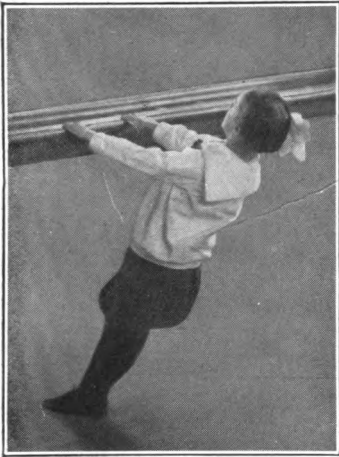


Figure 23

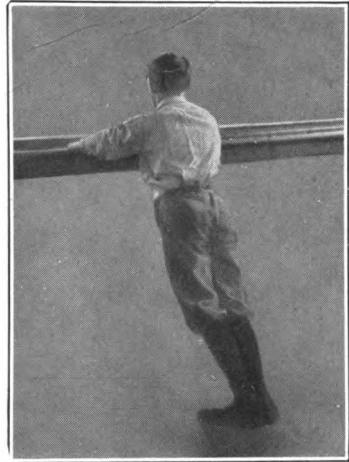


Figure 24

B. Horizontal Ladder, Swinging Rings and Balance-Beam Exercises in the support-stand. Apparatus hip-high.

1. Side-stand frontways. Grasp the apparatus, then jump backward to the support-stand frontways (Fig. 24).
 - (a) Bend and straighten arms.
 - (b) Bend arms, then straighten right arm sideward; then left.
 - (c) (Not on rings). Hand traveling in place.
 - (d) (Not on rings). Hand jumping in place.
 - (e) Hand jumping, moving arms slightly apart and return.
 - (f) Quarter turn left to support-stand sideways (left hand at side).
 - (g) As (f) but turn right.
 - (h) As (f and g) with the free arm raised sideward.

C. Horizontal Ladder, Swinging Rings and Balance Beam

Exercises in the hang. Apparatus hang-high (i. e., just high enough that when hanging by the hands the toes are slightly above ground.)

1. Side-stand frontways. Jump to a side-hang (both grips).
 - (a) Raise knees; later raise straight legs forward (for strong pupils). Raise knees, then turn over backward to squat-hang (Fig. 25).
 - (b) Bend and straighten arms.
 - (c) Bend arms, then straighten one arm sideward.
 - (d) Raise knees and bend arms. Strong pupils: straighten legs forward.
 - (e) (Not on rings). Hand traveling sideward.
 - (f) As (e) with side-swinging.
 - (g) As (e and f) with half turns forward.

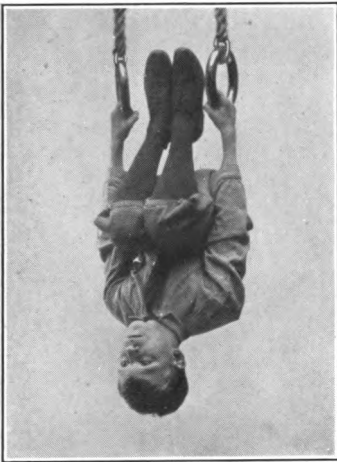


Figure 25

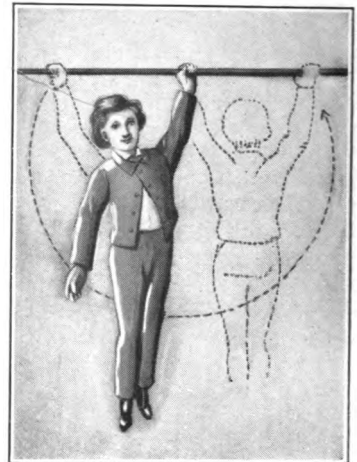


Figure 26

2. Cross-stand frontways (not on rings).
 - (a, b, c and d) as under 1.
 - (e) Hand traveling forward.
 - (f) As (e) with side-swings.
 - (g) As (e and f) on the rungs of the ladder with half turns forward (Fig. 26).
 - (h) As (g) with skipping one or more rungs (Fig. 27).
 - (i) For advanced pupils (g and h) with half turn backward.
 - (j) Hand traveling forward with raised knees.

D. Horizontal Ladder, and Balance-Beam

Exercises in the momentary support; for strong pupils, in the support.
Apparatus chest-high.

1. Side-stand frontways. Grasp the apparatus.
 - (a) Jump to momentary support frontways (Fig. 28); bend knees deeply when jumping down.
 - (b) Jump to momentary support with raising heels.
 - (c) As (b) with side-straddling.
 - (d) As (b) with crossing of legs.

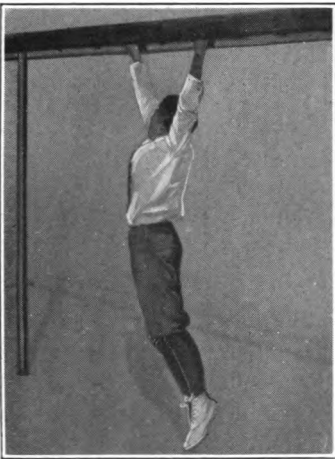


Figure 27



Figure 28

E. Swinging Rings.

Exercises in the hang. Apparatus head-high.

1. Side-stand frontways. Grasp rings and walk backward until arms are straight. Three running steps forward, then
 - (a) Half-turn left at the end of the fore-swing. Return at the end of the back-swing; the same right.
 - (b) With the last running step jump upward to bent-arm-hang.
 - (c) As (b), in the bent-arm-hang raise knees; heels; straddle, etc.
For strong pupils: From the stationary bent-arm hang.
 - (d) Raise knees and turn over to the squat-hang.
 - (e) As (d) but to the hang rearways (Fig. 29). Jump off, later return.

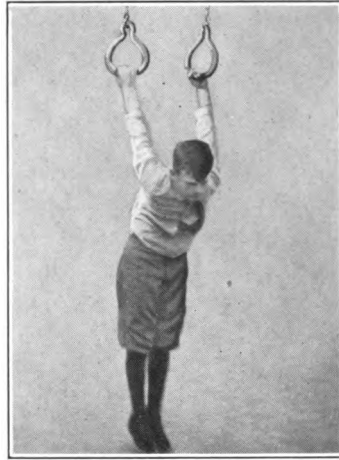


Figure 29

F. Balance-Beam

Exercises on the beam. For the upper grammar grades the beam gradually should be raised to make the exercises more difficult.

1. Cross-stand at the side of the beam. Step on the beam.
 - (a) Walk forward with ordinary steps; later with knee raising.
 - (b) Walk backward; also sideward left and right.
 - (c) Bend the knee of the stationary (active) leg while the other leg swings down at the side of the beam, then forward; continue six to eight times (Fig. 30).
 - (d) As (c) while walking forward.
 - (e) Various arm-holdings while marching forward or backward.

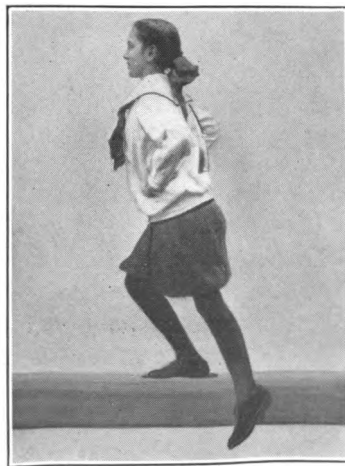


Figure 30

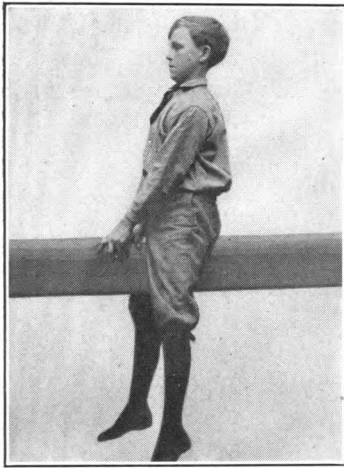


Figure 31

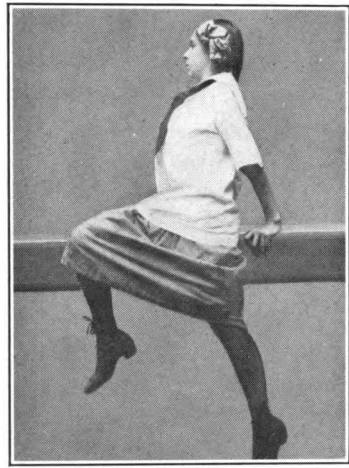


Figure 32

(f) Half-turns (left or right about) first in standing in the cross-stride position, later while walking forward.

For stronger pupils: From the side-stand frontways jump to a support, then place one foot on the beam and rise to standing; also the reverse of the foregoing.

Balance-Beam, for Advanced Pupils Mounting and Vaulting.

1. Side-stand frontways. Mounts.

(a) Mount to a riding seat, hands in front (Fig. 31). Dismount to either side, first without turns, later with quarter and half turns inward, then outward.

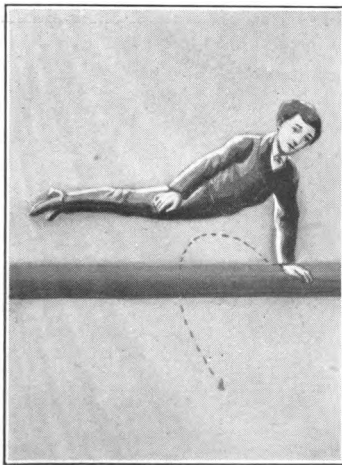


Figure 33

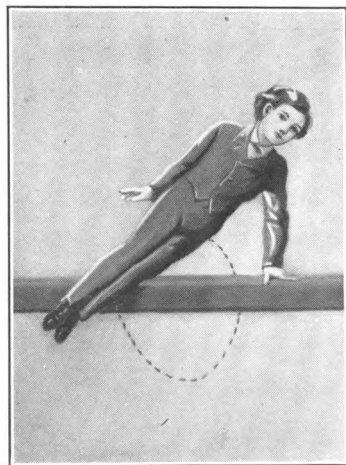


Figure 34

- (b) Mount to a cross-seat, hands in rear (on one side of the beam) (Fig. 32). Dismount to the near side as well as over the beam to the off-side. Later dismount with quarter and half turns inward, then outward.
2. Side-stand frontways. Vaults.
- Front vault left; right (Fig. 33).
 - Flank vault left; right (Fig. 34).
 - Rear vault left; right (Fig. 35).
 - As (a, b, c) with quarter and half turns inward, then outward.
 - Mount to a seat, then dismount, followed immediately by a vault, as explained under (a, b, c and d).
 - Vaults as explained under (a, b, c and d), followed immediately by like or unlike vaults.

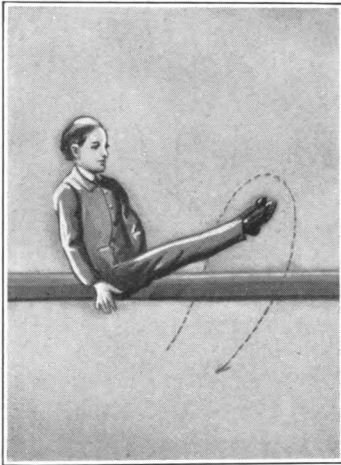


Figure 35



Figure 36

G. Stall Bars

Exercises on the bar.

- Side-stand frontways.
 - Walk up; hand walking downward.
 - Stand on the bars; feet remain in position, hand walking downward, bending at the hips; return (Fig. 36).
- Side-stand rearways. Hands grasping bar overhead.
 - Raise the knees.
 - As (a); then straighten legs forward (Fig. 37), and return.
 - As (a); then straighten legs forward and lower.
 - Raise legs forward; then bend knees and lower.
 - Raise legs forward, then lower.

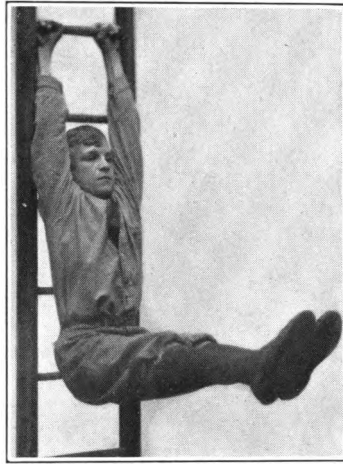


Figure 37

H. Giantstride.

Weak pupils never will learn more than to run and swing. See that this is practiced right as well as left hand upward. Take three sharp swift running steps, then swing out. Both running and the swing up into the air should be in line with the circle, not at an angle.

1. For advanced pupils.

- (a) Run half way around the circle, then upon command swing out and raise the knees.
- (b) Raise the legs forward.
- (c) Run and swing twice, at the third swing execute a complete turn inward.
- (d) As (c) but turn outward.
- (e) Run, but instead of swinging upward, swing both legs outward and forward in a half circle, from this time on pushing off "touch-off" with both feet instead of running.
- (f) As (e) with complete turn inward at the end of each third touch-off.
- (g) All the foregoing exercises can be increased greatly in difficulty by having the lower hand grasp the lower end of the rope in rear, instead of in front (Fig. 38).
- (h) The bell. The bell is formed by having each pupil grasp his rope with the right hand and his neighbor's rope with the left hand. Grasp the ropes rather high. Then walk back until arms and ropes are straight. Upon command, all run to the left. At the second command all raise their feet backward and continue swinging until the command halt is given (Fig. 39).



Figure 38



Figure 39

Vaulting.

Vaulting over a rope, that gradually is raised higher, offers to advanced pupils an admirable means for increasing skill. The pupil stands opposite the rope, takes a run and then swings the extended body outward over the rope (Fig. 40).

Turns, inward and outward, add to the difficulty of this exercise.



Figure 40

I. Low Horizontal Bar.

To boys, as well as to girls properly clothed, the low horizontal bar is a welcome addition to the few pieces of apparatus that properly should be a part of every schoolyard. If the bars are so low that no exercises involving swinging when hanging by the hands can be performed, the bar is a safe piece of apparatus. The movements then will consist of exercises in the arm-hang, or knee-hang (Fig. 41), like arm-wheels, knee-wheels, etc., of the raising of knees, of half and complete turn-over. The strongest pupils, perhaps, will be able to perform the hip-pull-up frontways or even rearways, as well as the hip-circles.

For all-year use the low horizontal bars are on a par with the giant-strides. To the growing boy and girl both are instruments continually giving them the opportunity to express their individuality in self-chosen activity.



Figure 41

EXERCISES IN JUMPING AND HOPPING FOR ALL GRADES

Where it is possible, most certainly where the exercises are performed in the yards, several jumping exercises should be given in every gymnastic lesson. The following exercises will give the class teacher an ample list to select from:—

Jumping on Both Feet

The hands may be placed on the hips. The movements are to be performed from eight to sixteen times.

1. Jump on place.
2. Jump to a side-stride—1; position (feet closed)—2.
3. Jump to a side-stride—1; jump to position with crossed legs—2.
4. Jump to a side-stride—1; crossed legs—2; side-stride—3; position—4.
5. Jump to a cross-stride, left forward—1; position—2.
6. Exercise 5 right forward.
7. Jump to a cross-stride, left forward—1; right forward—2; left forward—3; position—4.

These exercises may be varied and made more difficult by introducing quarter and half-turns after every four or two jumps.

Hopping (on One Foot).

The knuckles may be placed on the hips.

1. Hop on the left foot, the sole of the right foot placed against the calf of the left leg.
2. The same exercise right.
3. Hop twice on the left foot 1-2; then twice on the right 3-4 (position of leg as in 1).
4. Hop on the left foot, slightly raising the right leg sideward.
5. The same exercise right.
6. Combine exercises 4 and 5, changing from foot to foot on each hop.
7. Combine exercises 3 and 6; *i. e.*, hop twice on the left foot, placing the right foot against the left leg 1-2; the same exercise right 3-4; then hop left, right, left and right raising the opposite leg sideward 5—8.
8. Hop four times left, on the first hop raise the right heel (against the calf of the left leg); on the second straighten the right leg forward; on the third resume the first position; on the fourth close the feet.
9. The same exercise hopping right.
10. The same exercise alternating left and right.
11. As exercises 8, 9 and 10, but placing the right foot forward on the first and third counts, and raising the leg on the second.

Jumping Upward, from Both Feet

1. Raise the arms forward and raise the heels—1; swing the arms down and backward, bending the knees—2; swing the arms fore-upward, jumping upward—3; swing the arms down and backward, bending the knees—4; straighten the legs, lower the heels and arms—5. (The fourth count must immediately follow the third.)

2. As exercise 1, side-striding during the jump; also with cross-striding, crossing the legs, raising the knees, or raising the feet backward during the jump.

These jumps may also be taken with quarter or half-turns.

Jumping Forward, from Both Feet

3. As exercise 1 of jumping forward, except that the jump and arm-swing shall be forward.

The forward jump may be taken with all the leg movements enumerated above, also with quarter and half-turns.

4. Two, three or more standing jumps forward in quick succession.

Jumping Forward, from One Foot

5. Step left forward, raising the arms backward—1; jump forward swinging the arms and right leg forward—2; knee-bend, the arms remaining forward—3; straighten the legs, lower the heels and arms—4. (The third count must immediately follow the second.)

6. The same exercise stepping right forward.

7. Three quick steps forward and a jump. Practice this, beginning and jumping left as well as right.

8. As exercise 7, with quarter and half-turns. When jumping off the left foot, the turn is left, and *vice versa*.

SELECTED GYMNASTIC GAMES.

Games marked with an (R) can be played in the school room as well as in the gymnasium or playground.

A rather large selection of good school games is presented, so that every school may find a sufficient number of good, lively games, suited to its yard space. A few new games should be taught during each year, so that at the end of its school-life every child should thoroughly understand a number of real gymnastic games. (What children need is not an infinite number of games, but sufficient time and space to play a few good games suited to their age.)

The games enumerated here are fully described in "Games and Dances."

I GRADE.

Cat and Mouse,
What are you doing in my garden?
Running Races (over short distances),
Hand Tag, (R)
Squat Tag, (R)
Skip Tag, (R)
Follow the Leader, (R)
Long Jumping Rope, (R)

Ball Games.

Bean Bags, (R)
(a) Toss Up and Catch,
(b) Toss to a partner,
(c) Combine a and b,
(d) Teacher,
Bound Ball. (R)

II GRADE.

All of the games of Grade I may be played.

Cat and Mouse, in two concentric circles,
Cat and Mouse, with two cats,
Change Tag,
Catch Me,
Spin the Plate, or Catch the Wand, (R)
Jacob, Where Are You? (R)
Long Jumping Rope, (R)
Jump Over the Seats. (R)

Ball Games.

Increase the difficulty of the games of Grade I by greater distances; by designating the hand that tosses or catches; also by hand clapping once (or oftener) before a bag is caught.
Toss the bag for height,
Toss through a Bagboard, (R)
Bag in the Ring, (R)
Dodgeball, with one foot in a circle. (R)

III GRADE.

All the games of Grades I and II may be played.

Potato Race, planting and picking,
Running and Hopping Races,
Third Tag and Run,
Pussy Wants a Corner,
The Beetle is Out,
Fox and Chickens,
Pass the Bean Bag. (Bag Relay)

Ball Games.

Play the ball games of the preceding grades with a large gas ball, an indoor base ball, or a basket ball.
Duckstone (with bean bags), (R)
Guess Who? (R)
Throw at a Bell, or through a Hoop, (R)
See also, "Quiet games for warm days."

IV GRADE.

The games of Grade III may be played.

Day or Night,
 Black Man,
 Break Through (Bear in the Ring),
 Last Pair Run,
 Lame Goose,
 Catch the Wand (or Spin the Plate), (R)
 Girls: Jumping Rope,
 Boys: Leap Frog,
 Foot in the Ring,
 Wrestle for the Wand.

Ball Games.

Play the ball games of Grade III with a
 small soft rubber ball or a tennis ball,
 Throw for height and distance,
 Toss up and bat a gas ball,
 Toss and catch a tennis ball,
 Toss up (name the catcher),
 End ball.

V GRADE.

The new games of Grade IV may be played.

Relay Race,
 Three Deep,
 Poison,
 Jumping Circle,
 Girls: Jumping Rope,
 Grace Hoops,
 Rubber Quits,
 Boys: Rooster Fight,
 Quits.

Ball Games.

Girls and Boys: Bat ball with a volley
 ball or a light basket ball,
 Chase ball (with a basket ball),
 Medicine ball (toss for height),
 Corner ball.

VI GRADE.

Rabbits, two hunters on a line,
 Relay Race,
 Three Deep,
 Catch the Robber,
 Poison.

Ball Games.

Bat ball with a basket ball,
 Bat over a rope (with a volley ball),
 Chase ball,
 Kick ball,
 Pass ball, in a circle,
 Medicine ball,
 Goal ball.

VII GRADE.

Rabbits, one hunter on a line,
 Relay Race,
 Three Deep.
 Prisoner's Base.

Ball Games.

Hand base ball (with a basket ball),
 Captain ball,
 Dodge ball (in a circle),
 Kick ball,
 Pass ball over head (in a circle),
 Chase ball,
 Medicine ball,
 Volley ball.

VIII GRADE.

Prisoner's Base,
 Relay Race,
 Rabbits, one hunter on a line, and a captain,
 Three Deep.

Ball Games.

Hand base ball,
 Wall base ball,
 Captain ball,
 Hurl ball,
 Volley ball,
 Pass ball,
 Chase ball,
 Battle ball,
 Progressive Dodge ball.

PLAY APPARATUS FOR SCHOOLYARDS

For Boys and Girls.

Giant Strides,
 Horizontal Ladders,
 Seat Swings,
 Teeter Boards,
 Tether Balls,
 Standards for high jumping,
 Sand Pit for broad jumping,
 Rubber Quoits or Rings,
 A few Basket Balls,
 A few Foot Balls,
 Playground Base Balls and Bats,
 Medicine Ball,
 Hurl Ball.

For Boys.

A low Horizontal Bar,
 A Pole Vaulting Set,
 A few low Hurdles.

For Girls.

A few long Jumping Ropes,
 Several dozen short Jumping Ropes,
 Several dozen Bean Bags,
 A few Bag Boards,
 Several dozen Grace Hoops,
 A few soft Rubber Balls,
 Several indoor Base Balls.

PART IV

DANCING STEPS IN THE COURSE OF STUDY

ARRANGED BY RHYTHMS AND GRADES

A. Polka Rhythm

1st Grade

1. Glide left (right) forward.
2. Glide left (right) sideward.
3. Gallop alternately, four steps left, and four steps right forward.
4. Gallop alternately, four steps left and four steps right obliquely forward.
5. Skip-step forward.
6. Eight marching steps and eight skip-steps.

2d Grade

7. Four glides alternately left and right forward, then in eight marching steps face left about.
8. Eight skip-steps and in eight marching steps face left about.

3d Grade

9. Step-hop. Glide-hop (Fig. 91).
10. Alternate four step-hops with eight marching steps.
11. Change-step.
12. Alternate four change-steps with eight marching steps.
13. Alternate four skip-steps with eight marching steps backward.
14. Four step-hops and four glides alternately left and right.
15. As 14, but obliquely forward.
16. As 14, but obliquely outward and inward.
17. Four glides alternately left and right and four glide-hops.
18. As 17, but obliquely outward and inward.
19. As 17, but facing partners and grasping hands when performing the eight glides (glide sideward in the line of march).
20. Alternate four change-steps with four glide-hops.
21. As 20, but obliquely forward left and right.
22. As 20, but obliquely outward and inward.

4th Grade

23. Alternate four change-steps with four gallop-hops left and four right.
24. Alternate four skip-change-steps with four glide-hops left and right (16 counts).

25. Eight skip-steps forward, beginning with outer foot, then eight glides sideward in line of march, facing partners and grasping hands.
26. As 25, but alternate four change-steps with eight glides.

5th Grade

27. Swing-hop (Fig. 90).
28. Balance-hop (Fig. 92).
29. Alternate eight marching steps with four swing-hops.
30. Polka-hop.
31. Alternate four polka-hops with eight marching steps.
32. Alternate four polka-hops with eight glides, four left and four right.
33. Alternate four polka-hops with four swing-hops.
34. Alternate heel and toe polka (double polka) with two swing-hops.
35. Alternate two double polka-hops with four balance-hops.
36. Alternate four swing-hops with four balance-hops.
37. Alternate eight glides (four left and four right) obliquely forward with four swing-hops obliquely forward.
38. As 37, but obliquely outward and inward.
39. As 37, but alternate with four balance-hops.
40. As 39, but obliquely outward and inward.
41. As 39, four swing-hops forward with eight glides sideward, facing inward and grasping neighbors' hands.

6th Grade

42. Swing-hop (left hand at waist, right arm raised sideward) and wave right arm forward on left hop (Fig. 90).
43. Same as 42, but waving left arm when hopping right.
44. Glide-polka.
45. Alternate two glide-polkas with four swing-hops.
46. Same as 45, waving one arm forward.
47. Alternate two glide-polkas with four balance-hops.

7th Grade

48. Cut backward. (Execution. Raise left leg forward—1; cut backward, displacing right leg—2; raise the right leg forward—3; cut backward—4.) Later the cut immediately follows the leg-swing, *i. e.*, 2 counts to the movement (left and right).
49. As 48, but cut-hop (1-2; 3-4).
50. Alternate eight glides forward (four left and four right) with four cut-hops backward (1-8; 9-16).
51. As 50, but glide obliquely forward left and right.

52. Alternate polka-hop left and right with four glides left forward (1-4; 5-8), then polka-hop right and left, with four glides right forward (9-16).
53. As 52, but obliquely forward left and right.
54. Cut-hop left from front to rear (1-2), then right from rear to front (3-4). Same right and left.
55. As 54, repeated twice (1-8), alternated with four glides forward left and four right (9-16).
56. Alternate two polka-hops (1-4) with two cut-hops backward left and right (5-8).
57. Alternate two polka-hops (1-4) with two swing-hops (5-8).
58. Alternate two cut-hops backward with two swing-hops (later with waving one arm to the swing-hops).
59. Alternate two cut-hops backward with two balance-hops.

8th Grade

60. Cut sideward. (Execution. Raise left leg sideward, cut sideward, displacing right leg—1; cut right—2).
61. Cut-hop sideward left and right (1-2; 3-4).
62. Alternate two cut-hops sideward (1-4) with four cuts sideward (5-8).
63. Alternate 62 (1-8), with eight glides obliquely forward, four left and four right (9-16).
64. Alternate 62 (1-8), with four swing-hops forward (9-16).
65. As 64, with arms raised sideward.
66. Glide-polka obliquely forward right and left.
67. Cut-hop left backward and right forward, then glide-polka (1-8), then right (9-16).
68. Same as 67, but obliquely.
69. Alternate glide-polka left and right (1-4; 5-8), with four swing-hops forward (9-16).
70. As 69, but obliquely outward and inward.
71. As 68 and 69, with arm waving during swing-hops.
72. Two glide-polkas obliquely outward and inward (1-8), then face partner and grasp hands, and four glides sideward in line of march and four to the rear (9-16).
73. Alternate two glide-polkas (1-8) with four cut-hops backward (9-16).
74. As 73, but outward and inward.

B. Mazurka Rhythm.

2d Grade

1. Triple glide forward alternately left and right (1-3; 4-6).
2. Triple gallop forward alternately left and right (also obliquely outward and inward).
3. Triple glide obliquely forward; also outward and inward.

3d Grade

4. Double step-hop left and right (1-3; 4-6) (Fig. 91).
5. Double glide-hop left and right (Fig. 91).
6. As 5, but obliquely forward left and right.
7. As 5, but obliquely outward and inward.

4th Grade

8. Alternate six marching steps with double step-hops left and right (1-6; 7-12).
9. Alternate three glides forward obliquely left and right (1-6) with a double glide-hop forward left and right (7-12).

5th Grade

10. Double balance-hop left and right (1-3; 4-6) (Fig. 92).
11. Alternate two double balance-hops with six marching steps.
12. Alternate two double balance-hops with six glides (three left and three right).
13. As 12, but obliquely outward and inward.
14. Three-step left and right (1-3; 4-6).
15. Alternate two double balance-hops forward with six glides sideward, facing inward.
16. Alternate double balance-hop obliquely forward left (1-3) with three glides obliquely forward right (4-6).

6th Grade

17. Glide-balance-hop left and right (1-3; 4-6) (Fig. 92).

7th Grade

18. Mazurka-hop obliquely forward left (1-3). The same right.
19. Three mazurka-hops obliquely left forward and a three-step (1-12). Repeat right.
20. Double balance-hop left and right (Fig. 92).
21. As 20 (1-6), alternating with three glides forward left and three right (7-12).

22. Mazurka-hop with double balance-hop obliquely forward left (1-6) and right (7-12).
23. Double balance-hop left and a three-step right (1-6). The same opposite (7-12).
24. Mazurka-hop left sideward and a three-step (1-6), then same right sideward (7-12).
25. As 24, outward and inward.

8th Grade

26. Mazurka-hop obliquely left forward, right arm curved upward, left hand at waist (1-3). The same opposite.
27. Double balance-hop left and three glides left (1-6); repeat right (7-12).
28. Double balance-hop-turn left (1-3). The same right.
29. Three mazurka-hops left sideward (1-9) and a double balance-hop-turn left (10-12). Repeat right.

C. Schottische Rhythm

2d Grade

1. Four hops on left and four hops on right (raising heel of opposite leg backward).
2. Four jump-steps in place.
3. Sixteen jump-steps in place, with quarter turn left at end of each four jumps.
4. Four hops left and four hops right, raising the passive leg sideward.

3d Grade

5. Triple step-hop left and right (1-4; 5-8) (Fig. 91).

4th Grade

6. Alternate two triple step-hops (1-8) with eight glides sideward in the line of march (9-16).

5th Grade

7. Three-step-swing-hop left and right (1-4; 5-8).
8. Alternate two three-step-swing-hops (1-8) with four swing-hops (9-16).
9. Alternate two three-step-swing-hops with four balance-hops.
10. Alternate triple balance-hops left and right with four swing-hops.
11. As 10, but with four balance-hops.

6th Grade

12. Triple balance-hop-turn left (1-4). The same right.
13. Alternate two three-step-swing-hops (1-8) with two triple balance-hops (9-16).
14. As 13, adding the waving of left arm.

7th and 8th Grades

15. Schottische-step forward left and right (1-4; 5-8).
16. Alternate two schottische-steps (1-8) with four swing-hops (9-16).
17. Three-step-turn left and right sideward (1-8; 9-16).
18. Alternate two schottische-steps forward (1-8) with a three-step-turn left (9-16). Repeat opposite.
19. Schottische-step obliquely forward left and right (1-4; 5-8).
20. One schottische-step obliquely left forward and two swing-hops (1-8); repeat obliquely right forward (9-16).
21. Alternate one schottische-step left (1-4) with one triple balance-hop right (5-8); same beginning right (9-16).
22. Alternate one schottische-step left (1-4) with one triple balance-hop-turn right (5-8); same beginning right (9-16).
23. Schottische-step obliquely forward left and right (1-4; 5-8).
24. Schottische-step obliquely forward and two swing-hops (1-8); repeat right (9-16).
25. Alternate one schottische-step left (1-4) with one triple balance-hop-turn right (5-8); same beginning right (9-16).
26. On a square left; Schottische-step left (1-4) with one triple-balance-turn right (5-8). The balance-turn in this is only three-quarters of a circle. The complete movement has four times eight counts. Same right.

D. Waltz Rhythm.

2d Grade

1. Balance-step sideward left and right (1-3; 4-6).

3d Grade

2. Balance-step forward left and right (1-3; 4-6).
3. Step and curtsy left (1-6) and right sideward (7-12) (Fig. 93).
4. Step and curtsy left and right with trunk bending in the line of movement (Fig. 95).
5. Balance-step forward left and right, then backward left and right (1-12).
6. Same as 5, but obliquely forward and backward.
7. Same as 5, but outward and inward.

4th Grade

8. Balance-step obliquely forward left (1-3) and backward right (4-6) with opposite foot placed in front.
9. Arms raised sideward. Step and curtsy sideward; wave opposite arm upward (Fig. 94).

10. Balance-step sideward, placing opposite foot forward.
11. Arms raised sideward. Same as 10, with waving opposite arm forward.

5th Grade

12. With a quarter turn right, balance-step left and right (1-3; 4-6). (Turn on the ball of right foot.) Repeat four times in form of cross.
13. Same with quarter turn left.

6th Grade

14. Balance-step left and right sideward (1-6), then three quick steps forward (7-9) and "point" right forward (10-12). Repeat opposite.
15. With a quarter turn right, balance-step left and right sideward (1-6), then continue as in 14 (7-12); with a quarter turn left repeat the above right and left (13-24).

7th Grade

16. Alternate two balance-steps forward (1-6) with two swing-hops forward (7-12).
17. Raise arms sideward. Cross balance-step forward left and right with arm waving (1-3; 4-6).
18. Two balance-steps (opposite foot placed forward) and two swing-hops forward on the line of a square left (1-6; 7-12) four times. The same on the lines of a square right.
19. Step and curtsy with arm waving and side bending of the trunk in the line of movement (1-6; 7-12) (Fig. 95).
20. Balance-step left and right sideward (1-6), then step and curtsy left (7-12). Repeat opposite.
21. Arms raised sideward. Repeat as 20, with arm waving during the curtsy.

8th Grade

22. Alternate two balance-steps obliquely outward and inward (1-6) with two swing-hops obliquely outward and inward (7-12).
23. As 22, with arms raised sideward and arm waving.
24. As 22, but cross balance-steps.
25. Two cross balance-steps and two swing-hops with arm waving on the lines of a square left (1-6; 7-12) four times. The same on the lines of a square right.
26. Alternate step and curtsy left and right (1-12) with four swing-hops obliquely outward and inward (13-24).
27. As 26, with arm waving.

MARCHING STEPS

1st Grade

1. Marching in time (common step).
2. Marching on toes.
3. Marching with knee raising.

2d Grade

4. Quick time; alternate with common time.
5. Marching in step.
6. Marching in common time; raise arms sideward during four counts and then lower.
7. Alternately march and run sixteen steps.

3d Grade

8. Raise arms sideward and hold this position during four marching steps.
Raise arms upward and hold this position during four marching steps.
Lower arms sideward and hold this position during four marching steps.
Lower arms downward and hold this position during four marching steps (16 counts).
9. When marching raise the straight legs knee-high.
10. March forward eight steps and march left about in eight steps.
11. Common step with thrusting arms sideward, a movement every two steps.
12. Alternate sixteen marching steps in common time with sixteen steps thrusting arms sideward, one step for each movement.
13. Alternate sixteen running steps and sixteen steps in quick time.

4th Grade

14. Alternate eight common steps with eight knee-raising steps.
15. Alternate eight common steps with eight steps raising straight leg forward.
16. Alternate sixteen marching steps on toes with sixteen running steps.

5th Grade

17. Running in place with knee raising.

6th Grade

18. Common step, raising arms forward, upward, lowering forward and downward (four steps to each movement).
19. Alternate sixteen marching steps on toes with sixteen running steps.
20. Arms upward bend. Common step. Straighten arms forward, swing them upward; lower forward and bend (two steps to each movement).

7th Grade

21. Alternate eight knee-raising steps with eight leg-raising steps.

PART V

PRINCIPLES UNDERLYING THE SELECTION AND ARRANGEMENT OF MOVEMENTS. METHODS.

CONTENT AND TIME DIVISION OF A 30-MINUTE LESSON

(For Relief Work, see pages 68 and 69.)

A complete gymnastic lesson has four parts, with a time value approximately as follows:—

PART I— <i>Free Exercises, preceded by class marching</i> <i>and formation</i>	Time	9 minutes
PART II— <i>Marching and Rhythmic Steps</i>	"	5 minutes
PART III— <i>Breathing Exercises</i>	"	1 minute
PART IV— <i>Either Games, or Track and Field Work, or</i> <i>Apparatus Work</i>	"	15 minutes
<hr/>		
Total	Time	30 minutes

NOTE.—If a lesson is to last longer than 30 minutes, add to the time of Parts I, II and IV, giving Part IV the greatest proportion.

Time Division of Each Part Also of the Several Units of Each Part

PART I—*Free Exercises*, divided approximately as follows:—

Unit 1. Exercises of the arms and legs used as introductory movements to equalize and increase circulation. These exercises are to be performed only in rhythm. Only such movements should be selected as can be done in a brisk manner.

- A. Arm Exercises, 1 minute.
- B. Leg Exercises, 1 minute.

NOTE.—For a selected list of exercises in Jumping and Hopping, see pages 48 and 49.

Unit 2. Exercises of the trunk used to improve posture and to strengthen the muscles of the trunk.

- A. *Bending of the upper trunk backward*, 1 minute; to be done only upon command, never in rhythm.
- B. *Bending, lowering and turning*, 5 minutes, to be done first upon command, then in an appropriate slow rhythm.

Unit 3. Balance Exercise, 1 minute; to increase co-ordination and improve posture. These exercises, as a rule, should consist of slow leg, trunk and arm movements.

PART II—*Rhythmic Steps*, divided into exercises performed while marching, running or hopping; and dancing steps.

A. *Marching Steps*, 1 minute.

B. *Dancing Steps*, 4 minutes.

PART III—*Breathing Exercises*, designed to improve breathing. As a rule they consist simply of deep inhalations and exhalations accompanied by appropriate arm exercises. In this form they should always be performed upon command. Bending backward of the upper trunk accompanied by suitable arm exercises increases the effectiveness of such exercises. Furthermore, inhaling and exhaling during a specified number of steps while marching is an effective mode of increasing breathing. This march-breathing exercise can be made still more effective by adding appropriate arm movements.

PART IV—*Either Games, or Track and Field Work, or Apparatus Work*.

When track and field work, or apparatus work is included in a lesson a sufficient number of like pieces of apparatus, of jumping facilities, etc., must be provided to allow simultaneous exercise by many pupils. Squads should not contain more than seven to ten pupils.

NOTE.—At appropriate times team games of high organization may take up the whole gymnastic period except the time set apart for free exercises.

PRINCIPLES UNDERLYING THE COMBINING OF MOVEMENTS INTO FREE EXERCISES

The elementary movements, also the combinations, first of all must be adapted to the age and sex, as well as to the mental and physical ability of the pupils.

1. Pertaining to the Selection of Simple (Elementary) Exercises.

Only movements having "gymnastic value" should be selected.

The "gymnastic value" of a movement may lie in the fact that it possesses (a) hygienic value; (b) developmental value; (c) postural value; (d) natural co-ordinative value; or (e) a combination of these.

2. Pertaining to Trunk Exercises.

Trunk movements should be performed only in an established base. The legs should be fixed before the trunk movements begin. The exceptions to this rule are combinations like the balance-stands, the fall-outs and lay-outs. These exercises are not given primarily for the purpose of obtaining a forceful execution of trunk exercises.

3. Pertaining to Sequences.

- (a) Sequences should train and develop natural co-ordinations, or
- (b) They should possess value as a means of increasing the effect of combined exercises either in hygienic, postural or developmental directions.

4. Pertaining to Synchronous Movements.

Combinations of movements should have not only a physical value, but also an æsthetic and rhythmic value.

- (a) Movements performed simultaneously should have the same "time value;" they should possess "rhythmic similarity."

Where two exercises are performed in alternation they should have the same time value.

- (b) Movements performed simultaneously should possess "harmony of action." This would mean that arm movements of combative origin (thrusting, striking, etc.); i. e., exercises with a psychologic value should be combined primarily with the leg and trunk movements which naturally accompany these (as stepping and lunging), while arm movements of artificial origin (straightening, raising, carrying, etc.), should be used largely to increase the physiologic value, especially of slow trunk exercises.

5. Pertaining to Increasing the Difficulty of Co-ordinations.

The progression in difficulty of execution in free exercises is based upon either physical or mental means.

(a) Physical means are:—

- (1) Narrowing the base of support.
- (2) Raising the center of gravity.
- (3) Combinations of the above.

(b) Mental means are:—

- (1) To move the different body-parts used in combinations or in sequences in the same direction; *e. g.*, forward and forward.
- (2) To move them in opposite directions; *e. g.*, forward and backward.
- (c) To move them in different directions; *e. g.*, forward and sideward.

Dancing Steps

In the dancing steps the four principal rhythms grouped respectively under (a), (b), (c) and (d) may be found by employing marching or running steps to get the correct measure of time. For instance, the *polka rhythm* (a) equals a slow marching step, the *mazurka rhythm* (b) equals three steps with an emphasis upon the first, the *schottische rhythm* (c) equals four running steps with a slight emphasis upon the first, and the *waltz rhythm* (d) equals three fast steps with an emphasis upon the first.

METHODS

Manner of Conducting a Lesson

In order to do most good, a lesson must be taught in a live, energetic and spirited manner. Arm exercises, for example, generally should be executed in a brisk rhythm, while exercises of the head and trunk should be performed in a slower rhythm, but, nevertheless, with a full, strong contraction of the working muscles. Leg exercises may be either slow or fast (according to the effect sought). Leg exercises often should be used as balance movements; *i. e.*, as positions taken only upon command. The dancing steps should be performed in a rounded, graceful manner, especial attention being given to a "finished" execution. Tactics call for brisk, exact and simultaneous action by the whole class. Apparatus work, track and field exercises always should be performed in good form.

To use the available time to the best advantage always must be the aim of the teacher. In track and field work, also in apparatus work, the teacher must see that as many pupils as possible exercise at the same time. There should be only enough inactivity between the exercises to allow a suitable rest period for those who have exercised.

Teachers should so arrange their classes that they easily can see those exercising as well as those resting. The approach to the apparatus, as well as the retreat therefrom, always should be in an orderly but expeditious manner.

Commands

There are two kinds of commands, the preparatory and the executive. The preparatory command tells the pupils the movement to be performed. A slight pause follows this, giving the children time fully to understand what they are to do. No movement must be allowed during this pause. The executive command now follows, distinctly and sharply, calling for instant vigorous action.

MANNER OF COMMANDING.—Example No. 1, using the verb as the executive command:

“Hands on hips—(pause)—place.”

“Hands—(pause)—lower.”

Example No. 2, using a full sentence to explain the exercise in the preparatory command, and then using a numeral as the executive command:

“Raise the arms forward—(pause)—1.”

“Lower the arms—(pause)—2.”

Example No. 3 (like No. 2), applied to apparatus work (horizontal ladder):

“Jump to a hang with straight arms—1.”

“Bend and straighten the arms—1-2; 1-2; 1-halt.”

“Jump to a stand—1.”

NOTE 1.—The execution of a movement is governed by the manner in which the command is given. The teacher's voice, therefore, is all-important. Indicate by your voice that you expect and must have accuracy and promptness in the movement. Use a natural light tone, never too loud.

NOTE 2.—As a rule, a slight pause is made between the preparatory and the executive command; if, however, gymnastics is used to shorten reaction time, to train for quick thinking, the executive command should quickly follow the preparatory.

Track and Field Methods

In order to have your pupils improve in the track and field events it is necessary to have the schoolyard, playroom or gymnasium arranged for daily practice. This can be done easily by selecting suitable parts of the yard and painting upon the bricks or cement the starting marks, also the minimum requirements (distance) for each age.

For example: Take the standing broad jump. The selected place for practicing this may be in a corner of the yard little used for active play. Mark the “take off” by a line about 1 foot long and 1 inch wide. Then, at the proper places, mark the minimum distance to be jumped by children of 8 years, of 9 years, etc.

If it is possible, put alongside of this place your marks for the triple standing jump, for the hop, step and jump, for the basket ball far-throw, etc., plainly marking each, that the children may know what the minimum requirements for each age are.

For the practice of running select a side street if your schoolyard is not long enough. Mark off the 50-yard and the 100-yard distance. Then let the pupils know how fast they should be able to cover the distance.

Writing the distances and the time upon the blackboard for each age represented in your room will stimulate many pupils to test their ability whenever an opportunity offers itself. See chart, page 72. Another, better way, is to have the pupils select two captains for each event, one for the boys and one for the girls, and have these captains supervise the work and also keep a record of the progress made by each pupil.

Then, when having a physical training lesson embracing the practice of any track or field event, it will be comparatively simple to divide your class into at least two groups; *i. e.*, those who have reached the minimum requirements, and those who have not reached these. The first group may be given into the hands of the respective captains for practice (under your supervision) while you take charge of the group that needs special attention.

This general procedure may be followed also in the simpler forms of apparatus work.

Teaching Free Exercises

All free exercises must first be taken several times as positions; *i. e.*, upon command. After the pupils perform each separate movement of an exercise correctly, the complete exercise must then be taken rhythmically; *i. e.*, "in time." Every exercise must be performed in rhythm a sufficient number of times until the effect sought by this particular exercise has been gained.

Example No. 1. The class is to perform the following exercise:—

Hands on hips—(place). Lower the trunk forward—1; raise the trunk—2.

The words in *italics* designate the "starting position," *i. e.*, the position from which the exercise is to begin.

First command: *Hands on hips—place.* This brings the pupils into the starting position for this particular exercise, and they are now ready to begin.

Second command: Lower the trunk forward—1. The teacher now corrects faulty positions.

Third command: Raise the trunk—2. The necessary corrections are again made.

The movements are now repeated several times upon command with the express purpose of gaining correct, prompt and vigorous response to the given command.

Now, after the movements are understood, and after the response is good, the exercise must be repeated rhythmically—in time—a goodly number of times, the command being as follows:

Fourth command: In time—begin. Now, count 1-2, 1-2, 1-2; etc., and when ready to stop, 1-halt.

Fifth command: *Hands—lower.* This brings the pupils back to the fundamental position, and they are now ready to take up the second exercise in like manner.

NOTE 1.—Criticism in all forms of work is best given in a general way while keeping the entire class at work. Avoid, as much as possible, giving individual criticism. Work for class spirit in the matter of promptness, and the individual laggard will soon fall in. Do not make the worst conspicuous by calling attention to it, but make the best popular by at all times calling particular attention to exercises well done.

NOTE 2.—Pupils are not to execute an exercise while it is being demonstrated by the teacher, but always by command.

Never allow an exercise to degenerate into an aimless, purposeless drill, but keep the pupils striving toward some definite, stated improvement.

In the following, *Example No. 2*, the method of teaching a more complicated free exercise is described. The class is to perform the following exercise: *Stride left forward, and hands on hips—place.*

Straighten the arms forward—1; return—2; lower the trunk forward—3; return—4.

The words in *italics* designate the starting position, *i. e.*, the position from which the exercise is to begin.

First command: Hands on hips—place.

Second command: Left forward—stride; or combine the placing of hands on hips, with the stride left forward as one movement. The pupils are now in the starting position and are ready to begin.

Third command: Straighten the arms forward—1. Now make your corrections, see that the arms are shoulder-high, that the palms are turned inward, that the chest and the head are held high, etc.

Fourth command: Replace the hands—2. Again make your corrections.

Fifth command: Lower the trunk forward—3. See that the backs are straight and that the lowering is to a good depth, and that the head is in line with the body (not lowered, nor raised).

Sixth command: Raise the trunk—4. Repeat these movements, several times, upon command.

Now, after the separate parts of the exercise have been executed properly, the whole exercise must be repeated rhythmically a sufficient number of times.

Seventh command: In time—begin. Now, count—1-2-3-4, 1-2-3-4, etc., and the last time 1-2-3-halt.

To bring the pupils back to the fundamental position the last command will be: Lower the hands, and the left foot—replace.

When exercising “in time” always use as many counts as the exercise has parts. For example, in an exercise with two parts count 1-2, 1-2, etc., not 1-2-3-4-5-6-7-halt; or in an exercise with four parts count 1-2-3-4, etc., not 1-2, 1-2.

NOTE.—In order to shorten commands the following substitutions may be used. When used in a command, “return” means to resume the starting position—that is, the position from which the exercise was begun. The word “reverse” used as the third command in a four-count movement means to reverse the preceding movement, *e. g.*, hands on shoulders and stride left sideward—1; bend the trunk left—2; reverse—3 (*i. e.*, straighten the trunk); return—4 (*i. e.*, lower the arms and replace the left foot).

If a combined exercise, that is, an exercise employing two different parts of the body at the same time, appears too difficult for a class, it is advisable to teach the separate parts singly before attempting the exercise in the prescribed form; *i. e.*, first perform the arm movements in rhythm; then the movements of the other parts of the body, and, lastly, the combined movements.

PART VI

RELIEF EXERCISES

Recreation Drills: Prolonged sitting, even with most active brain work, will result in an increasing slowness of the blood flow. This is followed by decreased power of attention and increased restlessness. The recreation drills on pages 69 and 70 are active means for combating these evils. A few minutes devoted to these drills is time well invested, resulting in increased mental freshness. Age of pupils, lack of ventilation and other school conditions may make it profitable for the teacher to use these relief measures every hour, or oftener. The time devoted to these recreation drills must not be deducted from the time to be given to the formal lessons. These drills are composed mainly of exercises that vigorously work the large muscle-masses of the body. They are intended to counteract the detrimental effects of prolonged sitting or stooping. The selections are such that the exercises may be taken in any classroom. The windows must be opened, and pupils standing near windows should face these. If a classroom is favorably located, a run of a minute's duration in the school yard—no attempt being made to keep step—will also give the desired relief, with the added benefit of more fresh air and changed surroundings.

Arranging a Class for Relief Exercises: At the command, "*Class, sit—erect,*" the pupils will sit erect. At the command, "*Class—stand,*" the pupils rise quickly and quietly, and stand in the middle of the aisles. In order to get the space necessary for exercising, the command is given, "*Take distance—march.*" The pupils hereupon raise their arms forward and move forward or backward until they have sufficient room. In order that pupils may have ample distance it is advisable to use all the free space at the front and back of the room. At the close of the exercises the pupils return to their places in the aisles at the command, "*To your desks—march.*" The command, "*Class—be seated,*" brings all into their regular seats.

NOTE.—Teachers must appoint window monitors, who, at the beginning of the exercises, open the windows for ventilation, and, later, close them.

RECREATION DRILLS

Do not waste time with needless corrections during these drills. Their sole object is to stretch the cramped body, and to equalize and increase the circulation of the blood.

Open the windows as wide as the weather permits. Pupils standing near the windows should face these while exercising.

Set I

1. *Hands on hips (place)*—Alternately raise the knees forward, thirty to forty times. This must be a quick movement, a sort of slow running on place.
2. *Hands (clinch)*—Vigorously swing the arms fore-upward eight to sixteen times.
3. *Hands on hips (place)*—Bend the trunk fore-downward eight to ten times.
4. Breathe deeply, four to six times, raising the arms fore-upward.

Set II

1. *Hands on hips (place)*—Bend the knees, eight to sixteen times.
2. *Hands (clinch)*—Bend the trunk left and place the right fist under the right shoulder—1; the same movement to the opposite side—2; eight to sixteen times. This must be a continuous swinging movement.
3. *Arms to thrust (bend)*—Thrust alternately upward and downward, eight to sixteen times.
4. *Hands on hips (place)*—Breathe deeply four to six times, raising the heels during the inhalation.

Set III

1. *Hands on hips (place)*—Bend the trunk alternately forward and backward, eight to ten times.
2. *Hands at sides*—Swing the arms fore-upward, eight to sixteen times.
3. *Place hands on shoulders, and left forward (stride)*—Turn the trunk left and right, eight to ten times.
4. *Arms upward (raise)*—Swing the arms fore-down and upward, at the same time bending the trunk forward and backward, about ten times.

Set IV

1. *Hands (clinch)*—Swing the arms fore-upward and lower them side-downward, pressing them back as far as possible, eight to sixteen times.
2. *Hands on hips (place)*—Continuously bend the trunk forward and backward (a swinging movement), eight to ten times.
3. *Raise the arms sideward and hands (clinch)*—Turn the trunk left and right, as a continuous movement, eight to twelve times.
4. *Raise the arms upward, and left forward (stride)*—Swing the arms fore-down and upward, at the same time bending the trunk forward and backward, eight to ten times.

Set V

1. *Hands on hips (place)*—Bend the trunk obliquely forward left and right, eight to ten times.
2. *Hands (clinch)*—Vigorously swing the arms fore-upward with raising the heels, and return to the starting position, eight to sixteen times.
3. *Hands on shoulders (place)*—Bend the trunk left and right side-ward, eight to ten times.
4. *Hands on hips (place)*—Bend and straighten the knees, eight to sixteen times.

Set VI

1. *Arms to thrust (bend)*—Thrust alternately upward and sideward, eight to sixteen times.
2. *Hands on hips (place)*—Bend the trunk fore-downward and straighten the arms downward, eight to ten times.
3. *Grasp the desk*—Swing the left leg forward and backward, eight to ten times. Change the hold and repeat with the right leg.
4. *Arms forward (bend)*—Fling the arms sideward, eight to twelve times.

DEEP BREATHING

If the regular free exercises of a lesson are taken vigorously and a reasonable number of times, deep breathing will be induced. Should an occasion present itself, especially when exercises are taken outdoors, deep breathing, with suitable arm or trunk movements, should be practiced as a separate exercise. In combining free exercises with deep breathing care must be taken to inhale when exercises are performed that raise the chest, and to exhale when the walls of the chest are being compressed. Breathing must never be suppressed during an exercise, as the more vigorous a movement is the more will deep breathing be necessary.

See that the pupils' mouths are closed while they are exercising or running. If a child cannot breathe through its nose, the school physician should be consulted.

Deep breathing exercises are very valuable in classes for ænemic pupils; also for pupils predisposed to tuberculosis. In giving these exercises caution is necessary in order not to over-exert pupils who are weak constitutionally.

Specific Exercises to Increase Breathing

1. Inhalation must always take place through the nostrils.
2. Abdominal breathing should be increased.
3. All exercises must be performed slowly, in the rhythm of deep breathing. They always must be performed in the best form.
4. The head always must be kept in line with the trunk, and not pushed or bent forward.

5. When the arms are raised sideward or side-upward they always should be turned, so as to get full supination; *i. e.*, in the sideward raising the palms should be turned upward, so that the thumbs point backward.

Exercise 1: Raise the arms fore-upward and inhale; return.

Exercise 2: Raise the arms side-upward and inhale; return.

Exercise 3: Raise the arms fore-upward and inhale; lower the arms side-downward.

Exercise 4: Raise the arms side-upward and inhale; lower the arms fore-downward.

Exercise 5: Raise the arms forward, move them sideward and inhale; return.

Exercise 6: Bend the arms for thrusting; straighten the arms obliquely side-upward and inhale; return.

Exercise 7: Raise the arms sideward; place them behind the neck and inhale; return.

All foregoing exercises can be combined with a slight backward bending of the upper trunk.

In order to increase the flexibility of the spine and ribs, bending of the trunk, forward, backward, sideward and obliquely, should often be performed; also turning of the trunk.

VENTILATION

Sufficient ventilation under all conditions is still an unsolved problem, even in most modern schools. In the greater number of schoolrooms the quickest and most effective way of getting fresh air is to open the windows as often as conditions demand it. Naturally, outdoor temperature will determine the time and the degree of this manner of ventilation. Manual work, singing, etc., increase respiration, and call for an increase of fresh air. Gymnastics does this to a still greater degree. Under no circumstances, therefore, should physical exercises of any kind be performed in a room that does not give the pupils a greatly increased supply of fresh air.

EXCUSES FROM GYMNASTICS

Excuses: No pupil will be excused permanently from gymnastics until a written statement of the examining physician, giving the reason why the pupil should be excused, has been accepted by the Superintendent of Schools. Principals will please send all such excuses to the Director of Physical Education. Temporary excuses for sufficient reasons may be granted by principals or class teachers.

Chart Showing Class-Aims (average performances) also, in parentheses, good performances, by ages and sex.

EVENTS		YEARS		10	11	12	13	14	15
		8	9						
Standing Broad Jump (In feet and inches)	GIRLS	3.0 (4.4)	3.1 (4.6)	3.3 (4.9)	3.6 (5.0)	3.8 (5.3)	3.10 (5.6)	4.0 (6.0)	4.1 (6.0)
	BOYS	3.4 (4.4)	3.8 (4.10)	4.0 (5.4)	4.3 (5.10)	4.6 (6.3)	4.9 (6.6)	5.2 (6.10)	5.5 (7.4)
Running Broad Jump (In feet and inches)	GIRLS	5.5 (6.0)	5.6 (6.2)	5.10 (6.8)	6.6 (7.8)	7.2 (8.4)	8.0 (9.0)	9.0 (10.8)	9.0 (11.8)
	BOYS	6.0 (6.9)	6.6 (7.0)	7.0 (7.6)	8.3 (9.1)	9.6 (10.8)	11.4 (12.2)	12.6 (13.5)	13.5 (14.7)
Triple Standing Broad Jump (In feet and inches)	GIRLS	10.4 (12.0)	10.6 (12.6)	10.10 (14.2)	12.1 (14.8)	12.5 (15.8)	12.9 (17.0)	13.0 (17.0)	13.10 (17.7)
	BOYS	12.0 (14.3)	12.3 (14.8)	13.0 (15.9)	14.0 (16.9)	14.6 (18.7)	15.1 (19.0)	16.4 (20.7)	18.1 (22.4)
Running Hop, Step and Jump (In feet and inches)	GIRLS (10 foot start)	9.2 (11.0)	11.6 (13.9)	13.8 (17.0)	14.6 (18.8)	15.5 (21.4)	15.6 (21.0)	16.4 (21.2)	16.6 (20.0)
	BOYS (unlimited run)	10.0 (10.6)	13.0 (15.5)	16.4 (20.5)	18.0 (23.0)	18.8 (24.5)	19.9 (26.0)	21.7 (29.0)	23.0 (29.5)
Running High Jump (In feet and inches)	GIRLS	2.2 (2.6)	2.5 (2.8)	2.8 (2.10)	2.9 (3.0)	2.10 (3.2)	3.2 (3.3)	2.11 (3.1)	2.9 (2.10)
	BOYS	2.2 (2.8)	2.5 (2.10)	2.8 (3.2)	2.11 (3.4)	3.1 (3.6)	3.4 (3.9)	3.6 (4.2)	3.9 (4.5)
Basket Ball Far Throw (In feet and inches)	GIRLS	12.2 (17.0)	13.8 (20.0)	15.5 (25.0)	17.7 (28.0)	19.4 (31.0)	21.3 (35.0)	22.2 (35.0)	23.4 (36.0)
	BOYS	14.4 (19.0)	16.2 (22.0)	18.2 (26.0)	20.3 (30.0)	23.3 (35.6)	24.1 (37.0)	26.7 (37.6)	29.1 (39.0)
Running 50 Yards (In seconds and tenths)	GIRLS	9.4 (9.0)	9.2 (8.8)	8.8 (8.4)	8.6 (8.2)	8.4 (8.0)	8.4 (8.0)	8.4 (7.8)	8.2 (7.6)
	BOYS	9.0 (8.8)	8.8 (8.6)	8.4 (8.2)	8.2 (8.0)	8.0 (7.6)	7.8 (7.6)	7.6 (7.2)	7.4 (7.0)
Running 100 Yards (In seconds and tenths)	GIRLS	19.2 (18.0)	18.6 (16.8)	17.2 (15.8)	16.8 (15.6)	16.6 (15.6)	16.4 (15.4)	16.2 (15.4)	16.2 (15.2)
	BOYS	19.2 (18.0)	18.6 (16.8)	17.2 (15.8)	16.2 (15.2)	15.4 (15.0)	15.0 (14.4)	14.2 (13.6)	13.4 (13.0)

REFERENCE BOOKS

(Supplementary Reading)

Tactics: "Tactics of the Individual," also "Tactics of the Rank," E. H. Arnold, published by the author. "School Tactics," W. A. Stecher, published by the author.

Free Exercises: Emil Rath, published by the author. See also "Gymnastic Nomenclature," E. H. Arnold, published by the author.

Steps: "Gymnastic Dancing Steps," Emil Rath, published by the author. "Esthetic Dancing," Emil Rath, published by Barnes & Co.

Games: "Games and Dances," W. A. Stecher, published by J. J. McVey. "Gymnastic Games, Classified," E. H. Arnold, published by the author. "Games," Jessie Bancroft, published by the Macmillan Company.

Track and Field Events: W. A. Stecher and assistants, published by J. J. McVey. "Athletics," by Graham & Clark.

Apparatus Work: "For Both Sexes," by Emil Rath, published by the author. "Elementary Apparatus Work," by E. H. Arnold, published by the author. "Code Book of Apparatus Work," by L. Puritz, published by Trübner Company, London.

Groups of all Kinds of Exercises: "German-American Gymnastics," W. A. Stecher, published by Lee & Shepard. See also the files of "Mind and Body," published in Milwaukee.

PART VII

GYMNASTIC POSITIONS

On the next few pages many of the fundamental gymnastic positions are illustrated. In order not to repeat too many positions, most illustrations show combinations of several parts of the body. For instance, one position of the arms is shown combined with a leg position. At times a combined movement of three body-parts is shown. Additional illustrations will be found in the typical lessons for each grade.

GYMNASTIC POSITIONS FOR ALL SCHOOL GRADES

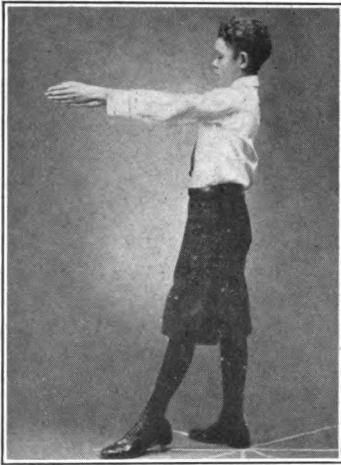


Figure 60

- (a) Raise arms forward.
- (b) Place left foot forward.



Figure 61

- (a) Raise arms sideward.
- (b) Place left foot sideward.

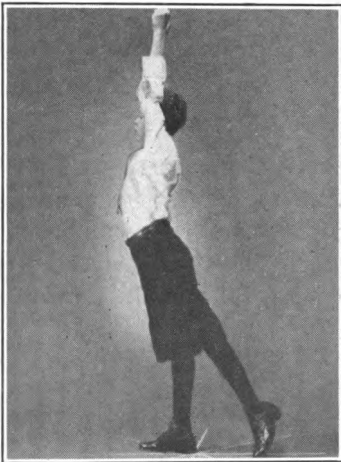


Figure 62

- (a) Hands clinched, raise arms either fore-upward or side-upward.
- (b) Place left foot backward.

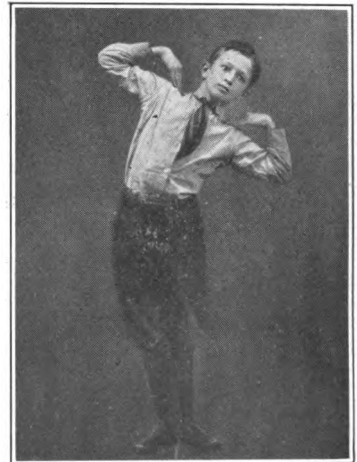


Figure 63

- (a) Place hands on shoulders.
- (b) Bend trunk left (sideward).

GYMNASTIC POSITIONS FOR ALL SCHOOL GRADES

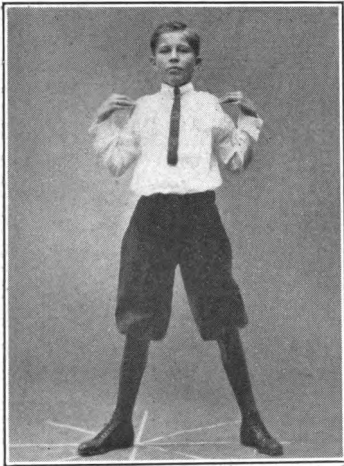


Figure 64

- (a) Bend arms upward.
- (b) Stride left sideward.

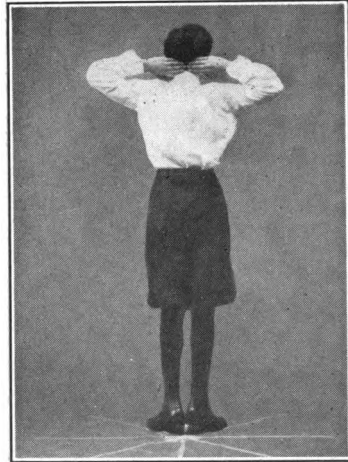


Figure 65

- (a) Place hands behind neck.
- (b) Raise the heels.

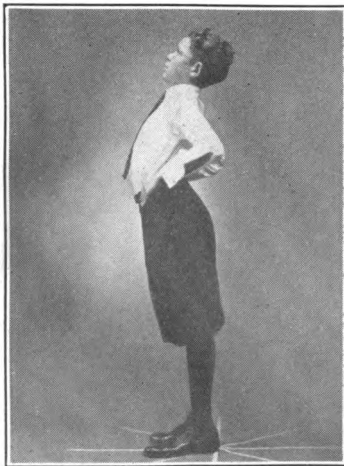


Figure 66

- (a) Place hands on hips.
- (b) Bend upper trunk backward.

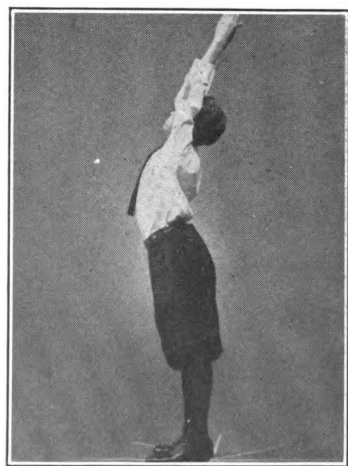


Figure 67

- (a) Raise arms either fore-upward or side-upward.
- (b) Bend upper trunk backward.

GYMNASTIC POSITIONS FOR ALL SCHOOL GRADES



Figure 68

- (a) Bend arms to thrust.
- (b) Bend upper trunk backward.

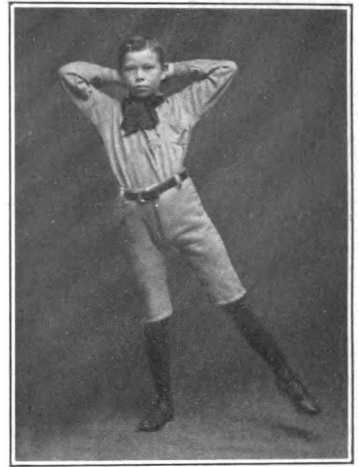


Figure 69

- (a) Place hands behind neck.
- (b) Raise left leg sideward.



Figure 70

- (a) Place hands on hips.
- (b) Bend knees (deep bend).

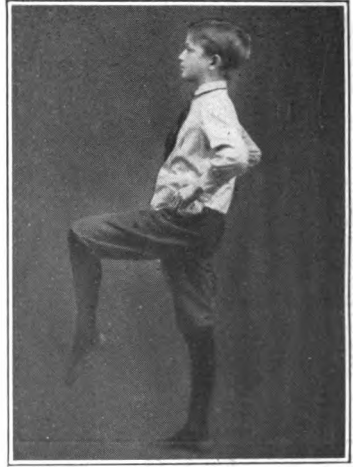


Figure 71

- (a) Place hands on hips.
- (b) Raise left knee forward.

GYMNASTIC POSITIONS FOR ALL SCHOOL GRADES

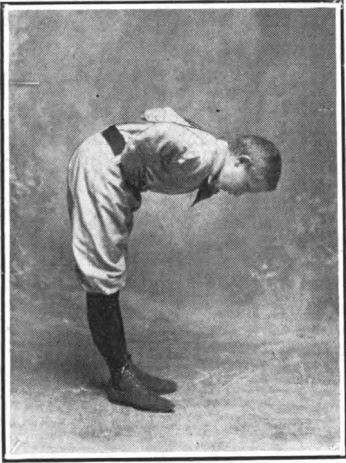


Figure 72

- (a) Place hands on hips.
- (b) Lower trunk forward.

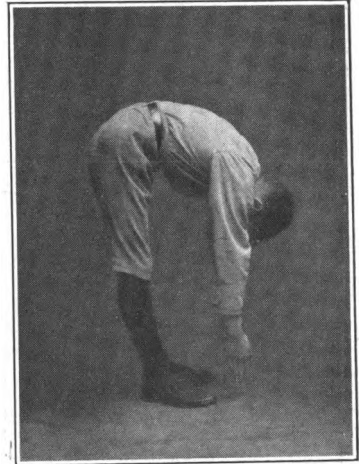


Figure 73

- (a) Lower arms downward.
- (b) Bend trunk fore-downward.

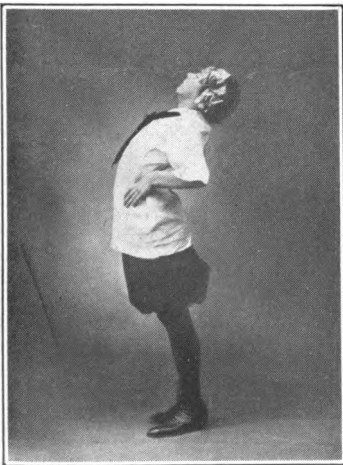


Figure 74

- (a) Place hands on hips.
- (b) Bend trunk backward.

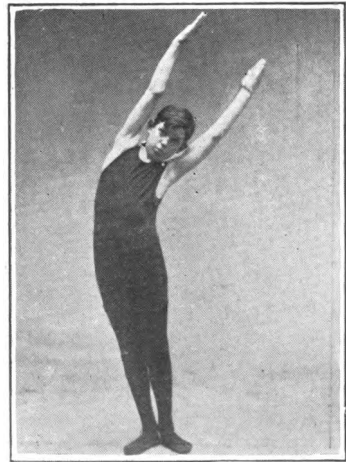


Figure 75

- (a) Raise arms either fore-upward or side-upward.
- (b) Bend trunk left.

GYMNASTIC POSITIONS FOR ALL SCHOOL GRADES



Figure 76

- (a) Raise hands in front of chest.
- (b) Turn trunk left.
- (c) Stride left forward.

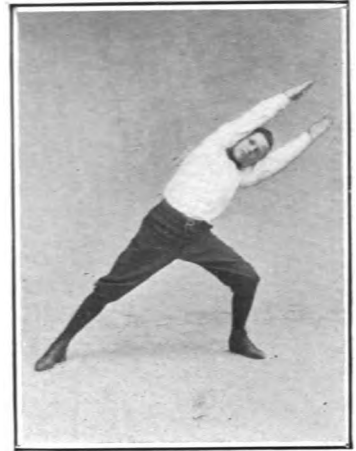


Figure 77

- (a) Raise arms either fore-upward or side-upward.
- (b) Bend trunk left.
- (c) Lunge left sideward.
- (b and c) Fall-out left sideward.

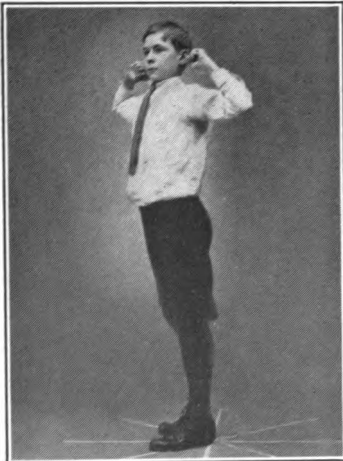


Figure 78

- (a) Bend arms to strike.
- (b) Turn trunk left.

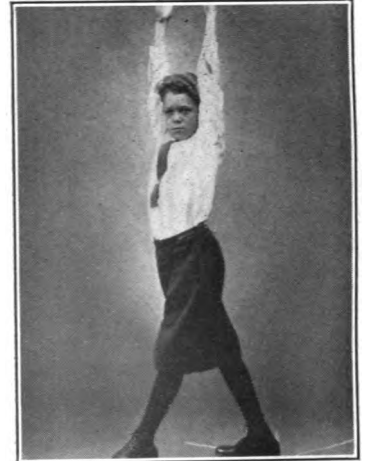


Figure 79

- (a) Raise arms either fore-upward or side-upward.
- (b) Turn trunk left.
- (c) Stride left forward.

GYMNASTIC POSITIONS FOR ALL SCHOOL GRADES

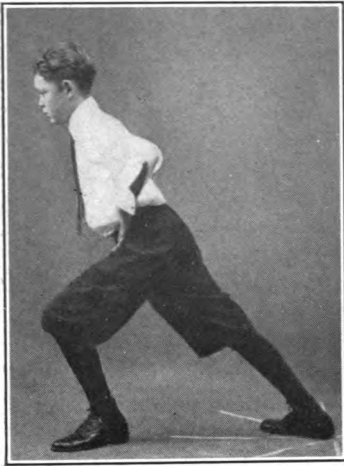


Figure 80

- (a) Place hands on hips.
- (b) Slightly lower trunk forward.
- (c) Lunge left forward.
- (b and c) Fall-out left forward.



Figure 81

- (a) Raise arms sideward.
- (b) Bend trunk left.
- (c) Stride left sideward.



Figure 82

- (a) Bend arms to thrust.
- (b) Lunge right forward.

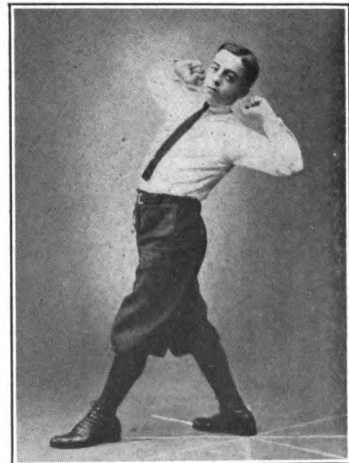


Figure 83

- (a) Bend arms to strike.
- (b) Turn trunk left and bend left.
- (c) Stride left forward.

GYMNASTIC POSITIONS FOR ALL SCHOOL GRADES

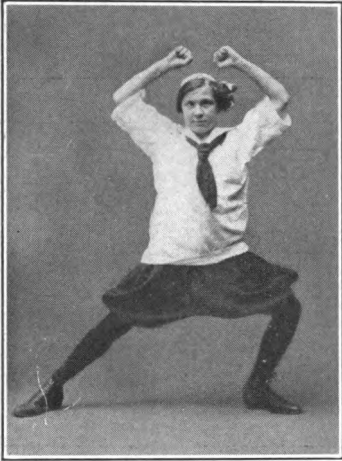


Figure 84

- (a) Bend arms overhead to strike.
- (b) Lunge left sideward.

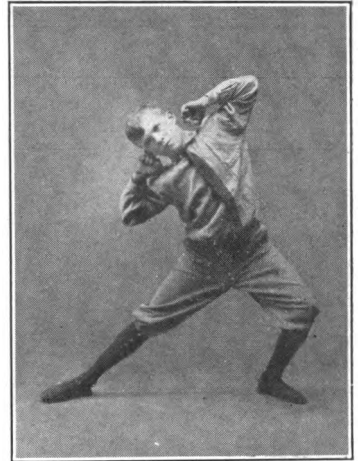


Figure 85

- (a) Bend arms to strike.
- (b) Bend trunk right.
- (c) Lunge left sideward.

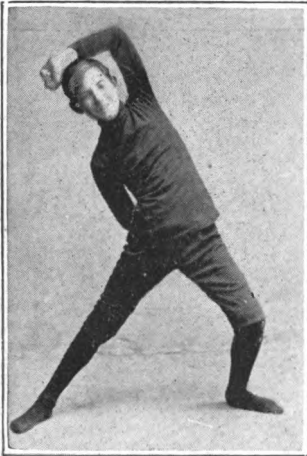


Figure 86

- (a) Clinch hands, bend arms, left overhead, right behind back.
- (b) Bend trunk right.
- (c) Lunge left sideward.



Figure 87

- Rhythmic steps.**
- (a) Right arm sideward, wave left forward.
 - (b) Place left foot forward (point left forward).

GYMNASTIC POSITIONS FOR ALL SCHOOL GRADES



Figure 88

Rhythmic steps.

- (a) Right arm sideward, wave left forward.
- (b) Bend trunk left.
- (c) Place left foot forward (point).

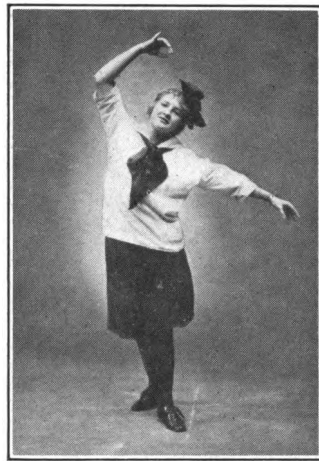


Figure 89

- (a) Left arm sideward, wave right upward.
- (b) Bend trunk left.
- (c) Place left foot forward (point).

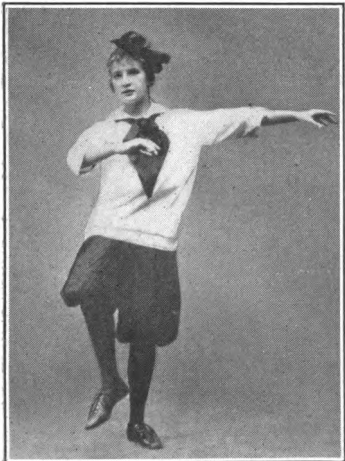


Figure 90

- (a) Left arm sideward, wave right forward.
- (b) Leg position during swing-hop left.

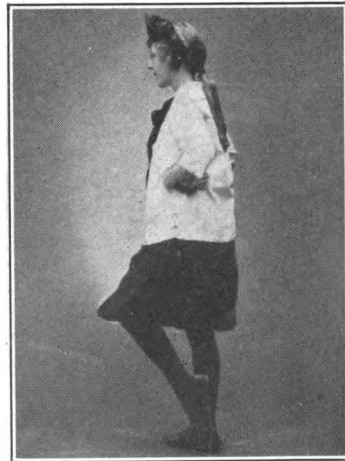


Figure 91

- (a) Hands at waist.
- (b) Leg position during step-hop right.

GYMNASTIC POSITIONS FOR ALL SCHOOL GRADES



Figure 92

Rhythmic steps.

- (a) Hands at waist.
- (b) Leg position during balance-hop right.

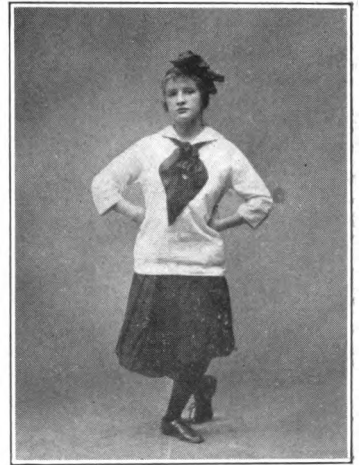


Figure 93

- (a) Hands at waist.
- (b) Leg positions during curtsy left.



Figure 94

- (a) Left arm sideward, wave right forward.
- (b) Curtsy left.



Figure 95

- (a) Left arm sideward, wave right forward.
- (b) Bend trunk left.
- (c) Curtsy left.

PART VIII

TYPICAL COMPLETE LESSONS FOR GRADES I, II AND III

First Grade—Lesson 1

For viewpoints regarding the physical training work of this school grade read "Fundamental Considerations," pages 5 and 6 of the Introduction.

Arrange the pupils (in the room) by twos, the tallest (or the smallest) standing at the head of the column. The column may be formed at the side of the room (or in front). The two sexes may be separated, or the pupils may stand according to height, regardless of sex. Each teacher will know best how to meet her conditions. Take all the time necessary to arrange the children as you think they should stand. After they have been given their places tell them to see who their partner is, how far from the head or the foot of the column their place is; that is, try to impress upon them the fact that when you ask them to take their places for gymnastics they should know where to go.

After each pupil knows his place let all take their seats. Then, upon the commands "To your places for gymnastics; the girls—stand—march," have the girls pass to their correct places. After this has been done, command: "The boys—stand—march." After all the children have their places again have them take their seats, and again let them arrange themselves in the column of twos.

Note.—It must be your aim to get this part of the lesson done smoothly, quickly and noiselessly. Make this a part of your daily work until it is well done.

After the pupils are lined up march them into the yard, the gymnasium, or the playroom. Take an easy step; the arms should swing naturally and must not be held stiffly. See that the column is not stretched out; the children should learn to move together. Do not try to make them keep step. If during the year they learn to keep time you may be satisfied.

PART I

When the class has arrived in the yard have the leaders march in a circle, left. After completing the circle, command: "Halt," and let them all face the center of the circle standing in single file, that is, one alongside the other. This is done quickly by having those who were on the outside of the circle step in front of their partners and then all face left. If it is deemed necessary the distance between the pupils may now be corrected by giving the command: "Neighbor's hands—grasp." However, do not spend much time for this, but immediately try to carry out the spirit of the gymnastic lesson by beginning with Unit 1 of Part I; i. e., the introductory exercises.

PART 1—FREE EXERCISES

With young children, these exercises naturally will be of the simplest kind, performed in a playful manner.

Unit 1. A. For instance: *Neighbors' hands—grasp*; raise (the connected) arms forward—1; swing them down and backward—2. In time—begin. (For methods of teaching see page 64.)

B. *Hands on hips—place*. Alternately raise the left and right knee forward—begin. (Young children may be told that this is just like horses would prance.)

In the first few lessons it may not be advisable to take up more units of Part I (see page 61) nor perhaps of Part II, but to let the children breathe deeply several times (Part III) and then arrange them for a game.

PART IV—A GAME

Many of the children have been in the kindergarten and the playgrounds. Ask them which song-games they know, and use the game which most seem to know. Let us say this is "Oats, peas, beans and barley grow." (If not known to you see "Games and Dances.") The children already are standing in a circle. Strike up the song and play the game.

Note 1.—It is wise to see that when using song-games your class is not too near the windows of other classes in the building.

Note 2.—If you see that the children do not know any song-games, first teach the song and the words in the room, and count this as a part of your gymnastic lesson.

Note 3.—Do not be afraid to use the same song-game for several succeeding lessons. If the children know the words and the actions, they enjoy playing the game many days in succession.

By this time your half hour will be drawing to a close. Form the pupils by twos, facing the leaders. Then quietly and quickly march to your room.

First Grade—Lesson 2

Arrange the pupils in a column of twos as described in Lesson 1. March to the yard or the gymnasium. Form the class into two columns (see Fig. 1, page 15, B. formation for free exercises).

Open the ranks sideward from the center one step—march.

PART 1—FREE EXERCISES

Unit 1. A. Raise arms sideward—1; lower—2.

B. *Hands on hips—place*. Alternately and quickly raise left and right knee forward (1-2).

Unit 2. A. *Hands on hips—place*. Raise chest upward (pulling in the chin) (see Fig. 101)—1; lower—2.

B. *Hands on shoulders—place*. Bend trunk left—1; straighten—2. The same exercise right.

Unit 3. *Hands in rear—grasp*. Raise left leg sideward—1; lower—2. The same exercise right.



Figure 101

PART II—STEPS

Close the ranks (of two) sideward to the centers.

Arrange your class into a column of twos by letting the right hand column march forward and to the left, then have the second column follow (see Fig. 2, page 15).

- A. In this formation try to get the children to march in time (not in step). See that they keep together and do not "string out." Clapping hands on the first of every two or four steps is a good method to get the children to march "in time." Do not, however, do this for any length of time.
- B. Dancing steps. In this same column formation.
 - (a) 1. Glide left forward—begin (1-2).
 - 2. Let the couples face inward, and have the partners grasp hands (across).

Glide sideward toward the head (of the class)—begin.
The same toward the foot.

PART III—BREATHING

Have the pupils face toward the head of the class. Then inhale deeply four to six times. See also "Breathing," page 70.

PART IV—JUMPING

Quickly again arrange the class as it stood for the free exercises, in open order. The exercise to be performed is a standing broad jump. All pupils stand in position.

Upon the command—1, all raise their arms forward;

Upon the command—2, all swing their arms down and backward, at the same time slightly bending the knees;

Upon the command—3, all swing the arms forward and jump forward about one foot, landing upon the toes, bending the knees slightly;

Upon the command—4, the arms are lowered and the knees straightened.

Repeat this jump forward about eight times upon command, then let the class face about (to the rear) and repeat the exercise.

Re-form the class quickly and march to the classroom.

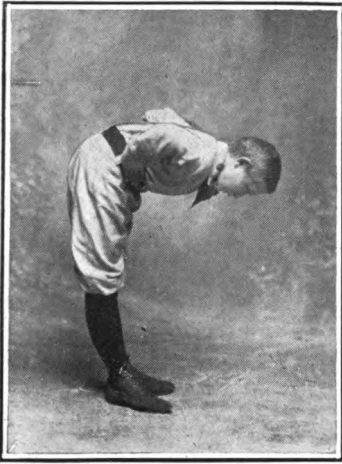


Figure 102

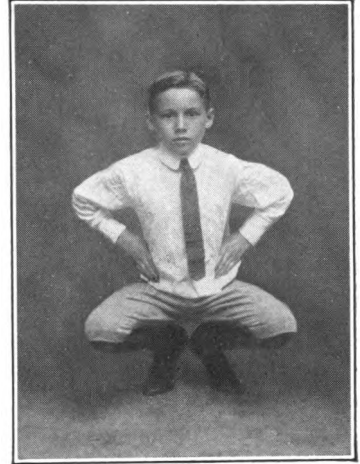


Figure 103

First Grade—Lesson 3

Arrange the class in open order for free exercises. By this time this part of the work should be done promptly and well.

PART I—FREE EXERCISES

- Unit 1. A. Raise arms forward—1; swing them down and backward—2.
Continue ten to twelve times.
- B. *Hands on hips—place.* Alternately and quickly raise left and right knee forward (1-2).
- Unit 2. A. *Hands on hips—place.* Raise chest upward (chin kept in)—1; lower—2.
- B. *Hands on hips—place.* Lower trunk forward (see Fig. 102)—1; raise—2.
- Unit 3. *Arms in rear—fold.* Raise left leg backward—1; lower—2.
The same right.

PART II—STEPS

Re-arrange the class in a column of twos.

- A. Marching forward in common step (see page 15). On toes—march. After taking about thirty to forty steps command: Common step—march.

Repeat this exercise several times, giving the executive command "march" when the left foot strikes the ground.

B. Dancing steps (in the same formation).

- (a) 1. Gallop four steps left forward and then four steps right forward (1-4; 5-8).

Note.—At times it is advisable to let the children count from one to eight while performing an exercise of this character, emphasizing the one and five.

2. Gallop alternately four steps obliquely forward left and right.

PART III—BREATHING

Let the pupils open the ranks by taking one step outward.

Raise the arms side-upward with inhaling; lower them side-downward with exhaling. Repeat four to six times.

PART IV—A GAME

Play the song-game "The Muffin Man." (For a description and the music see "Games and Dances.") See that your pupils have learned the text. If necessary, take part of the physical training lesson to learn this.

Note.—If a song-game seems to lag after you have been playing for some time, and you have a few minutes left, use this time for a short game like "Follow the Leader;" or have the children run to some designated spot in the yard, touch this, and again resume their places. Always have the last part of your lesson of such nature that the children go to their room in a happy frame of mind.

First Grade—Lesson 4

Arrange the class for free exercises.

PART 1—FREE EXERCISES

- Unit 1. A1. *Arms upward—bend.* (See Fig. 301, page 95.) Straighten arms sideward—1; return—2.
 2. Straighten arms upward—1; return—2.
 B. *Hands on hips—place.* Alternately and quickly raise left and right knee forward (1-2).
- Unit 2. A. *Hands on hips—place.* Raise chest upward—1; lower—2.
 B1. *Hands on shoulders—place.* Turn trunk left—1; return—2.
 The same right.
 2. Lower the trunk forward—1; raise—2.
- Unit 3. 1. *Hands on hips—place.* Raise heels (by rising on toes)—1; lower—2.
 2. Bend knees—1 (see Fig. 103); straighten—2.

PART II—STEPS

Arrange the class in a column of twos.

- A. Marching forward in common step (see page 17). With raising knees—march. After taking about sixteen steps command: Common step—march. Repeat this exercise several times.
- B. Dancing steps.
 - (a) 1. Skip-step forward—begin (1-2).
 2. Alternate eight marching steps with eight skip-steps—begin (1-8; 9-16).

PART III—BREATHING

If the pupils have had good vigorous dancing steps their breathing has been increased. The teacher's aim now should be to see that deep inhalations are taken, filling the lungs to their tips. Try to get the children interested in filling their lungs until the chest is raised and well rounded.

PART IV—FAST RUNNING

Young children, naturally, are not able to run very long, nor very fast. They should, however, have frequent chances to run. In fact, some form of running, either in a game or as a race, should be part of every gymnastic lesson.

Arrange your class as for free exercises.

With chalk put four "starting marks" on the ground a few feet ahead of the first four pupils. About 50 feet down the yard or the gymnasium put four additional marks on the ground. The object of the race is to run as fast as possible from the starting point to the second mark and back again.

Upon the command: "On your marks" the first four pupils go forward and with one foot "toe the scratch." With very young children the next command would be "Ready"—then "Run." The four thereupon will run to the second mark, quickly touch this with their feet, and return to the scratch line. Now credit the file that won this heat with one point. The four pupils that ran take their places at the back of the respective files while the next four "get on their marks."

In this manner a class can quickly and orderly have a race. When all have run see which file won and make the announcement. If there is time a "final" race can be run in the same manner between the winners in the files. Should one file have no winners, handicap the winners by placing some runner from the losing files a few feet in advance.

Note.—It is not wise to let pupils run and touch a wall in a race of this kind, as there is danger of sprained wrists when running with full force against a wall. Running around a pupil, or another object placed at the return-point, is a good method.

Second Grade—Lesson 1

For viewpoints regarding the work of this school grade, read "Fundamental Considerations," pages 5 and 6.

In the first grade the children should have learned how to arrange themselves in their classroom quickly into a column of twos. Practice this getting ready until it is done quickly and quietly. March to the yard or gymnasium and open the ranks as described under Tactics, class aims, page 15.

PART I—FREE EXERCISES

- Unit 1. A. Swing arms fore-upward—1 (Fig. 201); swing them fore-downward and backward—2.
 B. *Hands on hips—place.* Alternately and quickly raise left and right knee forward (1-2).

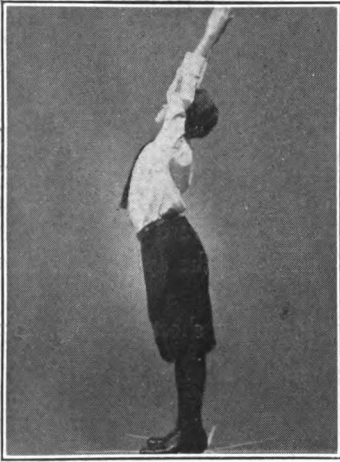


Figure 201

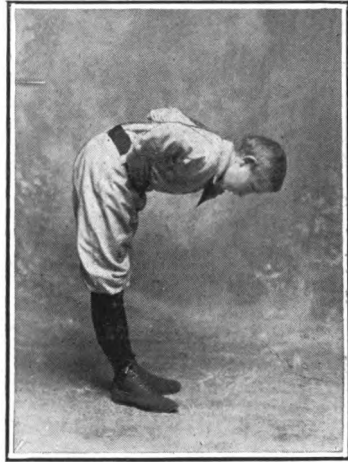


Figure 202

- Unit 2. A. *Hands on hips—place.* Raise chest upward—1; lower—2.
 B. *Hands on hips—place.* Lower trunk forward—1 (Fig. 202); raise—2.
 Unit 3. *Arms in rear—fold.* Raise left leg forward—1; lower—2.
 The same exercise right.

PART II—STEPS

- A. Quickly arrange the class in a column of twos (see page 15). In the second grade, marching in "quick time" (see page 17) is to alternate with "common time." Upon the command: Quick time—march, the pupils take up the fast cadence. After they have taken thirty to forty steps command: "Common time—march." Repeat this several times. During the first year the pupils have learned to keep "time," during the second they should learn to keep "step."

B. Dancing steps.

- (a) Four glides forward alternately left and right (1-4; 5-8).
- (b) Triple-glide forward left and right; i. e., three glides left and then three right (1-3; 4-6).
- (c) Hop four times on the left, then four times on the right foot slightly raising the heel of the opposite leg backward (1-4; 5-8).

PART III—BREATHING

With raising the arms sideward inhale deeply. Exhale with lowering the arms. Repeat four to five times. See also Breathing, page 70.

PART IV—A GAME

Have the column of twos march in a circle left and halt. Play the song-game: "Jolly is the Miller." The air as well as the text of the song must have been learned before going to the yard. Explain to the pupils that when in the song that part is sung which says "the right steps forward, while the left steps back," they are to do so. Strike up the song and begin the game. After playing for some time the changes will be made quickly and at the right time. Now introduce into the game the "Miller." This is an extra player standing or marching within the circle, who, when the players step forward or backward strives to step into one's place, thereby leaving a new miller. This player at the appropriate time tries to secure a place.

If a few minutes of the gymnastic period are left, play a short game of plain tag or squat tag.

Second Grade—Lesson 2

PART I—FREE EXERCISES

- Unit 1. A. Swing arms side-upward—1; return—2.
 B. *Hands on hips—place.* In place—run. Clapping hands on the first of every four (or two) counts will help keep the rhythm.
- Unit 2. A. *Hands on hips—place.* Raise chest upward—1; lower—2.
 B. 1. *Hands on shoulders—place.* Bend trunk left—1 (Fig. 203); straighten—2.
 The same exercise right.
 2. *Hands on hips—place.* Lower trunk forward—1; return—2; straighten arms forward—3; return—4.
- Unit 3. *Hands behind neck—place.* Raise left leg sideward—1 (Fig. 204); return—2.
 The same exercise right.

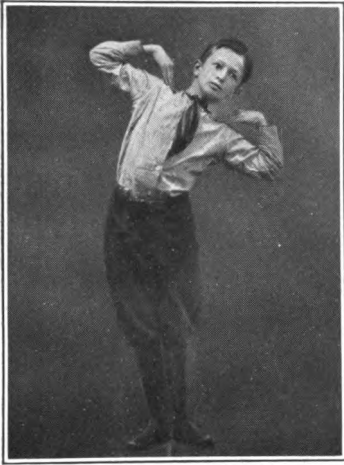


Figure 203

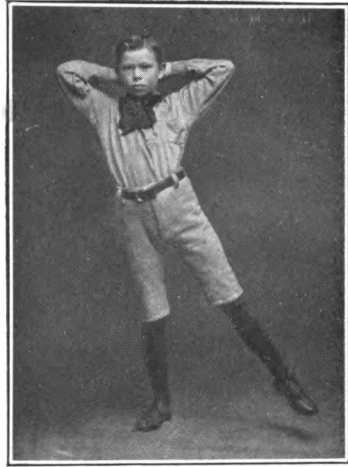


Figure 204

PART II—STEPS

Arrange the class in a column of twos.

- A. Marching in common step with raising knees. Command: "With raising knees—march." After performing this about twenty times command "Common step—march." Repeat several times.
- B. Dancing steps.
 - (b) Triple-gallop left and right (1-3; 4-6). Also practice this movement obliquely forward left and right.
 - (c) 1. Four jump-steps in place (1-4). See that the landing is on the toes, and that you get an even rhythm equal to four running steps.
 2. Sixteen jump-steps in place, with a quarter turn at the end of each four jumps (1-4; 5-8; 9-12; 13-16).

PART III—BREATHING

With raising arms sideward (palms up) inhale deeply, return. Repeat four to eight times.

PART IV—A GAME

Quickly form the class into a front circle with hands grasped and play "Cat and Mouse." If you have too many pupils form two circles.

Second Grade—Lesson 3

- Unit 1. A. *Arms upward—bend.* (See Fig. 301). Straighten arms upward—1; return—2; straighten sideward—3; return—4.
- B. *Hands on hips—place.* Quickly and alternately raise left and right knee forward (1-2).



Figure 205



Figure 206

- Unit 2. A. With raising arms sideward, palms up, raise chest upward—1 ; lower—2.
- B. 1. *Hands on hips—place.* Bend trunk fore-downward—1 ; straighten—2.
2. Lower trunk forward—1 ; raise—2 ; straighten arms upward—3 ; return—4.
- Unit 3. *Hands behind neck—place.* Raise left leg backward—1 ; return—2.
- The same exercise right.

PART II—STEPS

Arrange the class in a column of twos.

- A. 1. Marching in "common time," raise arms sideward and hold them during four counts, lower and hold them during the next four counts (1-4 ; 5-8). Repeat eight to ten times.
2. Alternate sixteen common steps with sixteen quick steps.
- B. Dancing steps.
- (b) Triple-glide obliquely forward right and left (1-3 ; 4-6).
- (d) Balance-step sideward left and right (1-3 ; 4-6). Repeat eight to ten times.

PART III—BREATHING

March forward, hands placed lightly upon the hips. Inhale during four steps and then exhale during four steps. Gradually increase the number of steps for each phase of breathing. See that the children try to fill their lungs to the tips.

PART IV—JUMPING

The class is to practice "running in," and "jumping" in the long rope. Arrange the class in a curved column of twos, the first two standing about four to five steps from the rope. Tie one end of the rope to a post, or to the fence, or let a pupil hold it. Take hold of the other end yourself, swing the rope toward the pupils. Now let the first two pupils run through the rope, either together or singly, whenever they want. Encourage them to run through as soon as possible. Timid pupils may wait for four or five swings until they try. Do not push such too fast. Their courage will rise when they see others accomplishing the feat. Then let the next two try, etc., until all have run through.

Those who have run through, run around the post and line up at the rear of the class.

After the class is again formed as at the start, call attention to the mistakes; e. g., running on the flat foot instead of on the toes, looking back when running through the rope, etc. Repeat this "running through."

Now take up the second exercise: Running into the rope, jumping three times, and then running out. Let this also be practiced either by twos or singly. Repeat this exercise several times.

Note.—The teacher must hold the end of the rope lightly in one hand, so as to be able to drop it immediately when one of the jumpers gets caught or is tripped. Do not swing the rope too fast.

If your class is large, place the good jumpers in one section and have them exercise in a second rope swung by the most experienced pupil. This rope must be close to the first that you can easily oversee and direct the work in each.

Second Grade—Lesson 4

PART I—FREE EXERCISES

Arrange the class in the prescribed manner.

Unit 1. A. *Hands on hips—place.* Straighten arms sideward, palms up—1 (Fig. 205 shows only one arm); return—2.

B. *Hands on hips—place.* In place—run.

Unit 2. A. With raising arms sideward, palms up, raise chest upward—1; lower—2.

B1. *Hands behind neck—place.* Turn trunk left—1 (Fig. 206); return—2.

The same exercise right.

2. *Hands on hips—place.* Bend trunk fore-downward—1; return—2.

3. *Hands on hips—place.* Turn trunk left—1; return—2; straighten arms sideward, palms up—3; return—4.

The same exercise right.

Unit 3. 1. *Arms sideward—raise.* Raise heels (rising on toes)—1; lower—2.

2. *Hands on hips—place.* Bend knees—1; straighten—2.

PART II—STEPS

Leave the class arranged in a column of fours, but close the ranks by having all pupils close to those standing at the right.

- A. In this formation alternately march forward sixteen steps and run forward sixteen steps.
- B. Let the ranks be opened again as during the free exercises.
 - (a) 1. Four glides forward left and then right; then in eight marching steps face left about (1-4; 5-8; 9-16). Repeat several times.
 - 2. Eight skip-steps forward, then in eight marching steps face left about (1-8; 9-16). Repeat several times.
 - (c) Hopping four times on left foot and then on right, slightly raising the passive leg sideward (1-4; 5-8). Repeat several times.

PART III—BREATHING

With raising arms side-upward, inhale deeply and exhale. Repeat four to six times.

PART IV—A GAME

- A. Play the game of "Change Tag." The pupils still are standing four abreast. Let each four grasp neighbors' hands. Then select two pupils and begin the game of "Tag," the runner using the different lanes. Upon the command "left face," the pupils release their grasp, face left, raise their arms sideward and grasp hands. The lanes through which the runner and chaser now must run have been changed. When the game has been started, give the command "left face" at the most unexpected moments.
- B. As this game does not give all players great activity, close the lesson with a game like "Squat Tag," having three or more taggers.

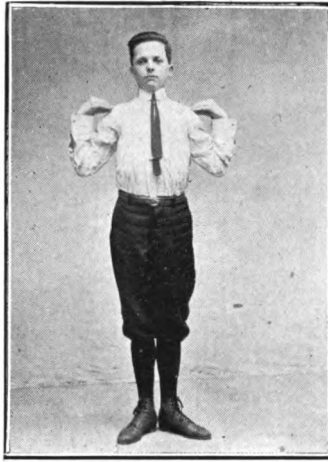


Figure 301

Third Grade—Lesson 1

For viewpoints regarding the physical training work of all school grades, read "Fundamental Considerations," pages 5 to 9.

For the method of arranging pupils quickly for gymnastics, read First Grade, Lesson 1.

See page 15 for method of arranging the class for gymnastics in the yard or gymnasium.

PART I—FREE EXERCISES

- Unit 1. A. *Hands—clinch.* Swing arms fore-upward—1; return—2.
 B. *Hands on hips—place.* Alternately and quickly raise left and right knee forward (1-2).
- Unit 2. A. *Hands on hips—place.* Raise chest upward—1; lower—2.
 B1. *Hands on hips—place.* Straighten arms forward—1; return—2; lower trunk forward—3; raise—4.
 2. *Arms upward—bend.* (See Fig. 301.) Straighten arms forward—1; swing them upward—2; lower forward—3; bend—4.
 3. *Arms upward—bend.* Bend trunk fore-downward and straighten arms downward—1; return—2.
- Unit 3. *Arms fore-upward—raise.* Raise left leg forward—1; lower—2.
 The same exercise right.

PART II—STEPS

Arrange the class in a column of twos.

- A. Upon command alternate marching in "common" and in "quick" time.

- B. (a) 1. Step-hop left and right (1-2; 3-4).
 2. Alternate four step-hops with eight marching steps (1-8; 9-16).
 (c) Triple step-hop left and right (1-4; 5-8).

PART III—BREATHING

Inhale, slowly raising the arms sideward; exhale. Repeat five to six times.
 See also "Breathing," page 70.

PART IV—A GAME

"Potato Planting and Picking."—Quickly arrange the class in opened ranks of four. If it is a mixed class, have an equal number of boys and girls in each file. Arrange the field of play (see Fig. 302). In the first circle place three potatoes (erasers, pebbles, pieces of coal, etc.). Upon command the leader of each file runs to the first circle, grasps a potato, runs and places it into the second circle. He then runs and gets another potato, placing this in the third circle. The same procedure places the last potato in the last circle. The player then runs back to his original position. Who crosses the starting line first wins, and this file then is credited with one point. The runners then take their places at the end of the files.

The second in each file now steps to the "scratch," and, upon command, reverses the performance; *i. e.*, he runs to the second circle, picks up the potato, runs back and places it in the first circle. This "picking" is repeated until the potatoes

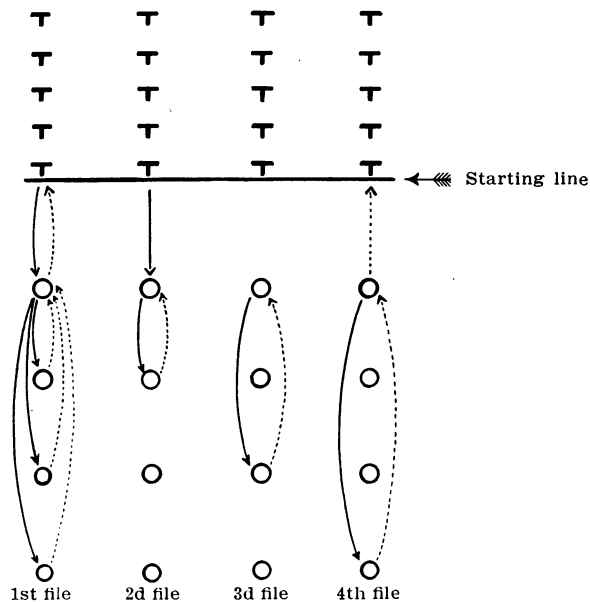


Figure 302

Solid lines represent the run toward the "baskets." dotted lines represent the return. The lines for the first file portray the entire run. Second file shows the first phase of the run, third file the second phase, and fourth file the last phase.

are again in the first circle, when the return to the original position is made. Who crosses the line first is credited with a point.

The next players again "plant" the potatoes, then they are again "picked," this performance continuing until all players have had a chance. Now count the number of points made by each file and announce the winners. If there is more time, repeat the game. If there has been too great discrepancy between the different files, handicap the good runners by making them run farther; e. g., move back their starting line, or give them an additional potato to plant and pick.

Third Grade—Lesson 2

Arrange the class as per method outlined on page 15.



Figure 303

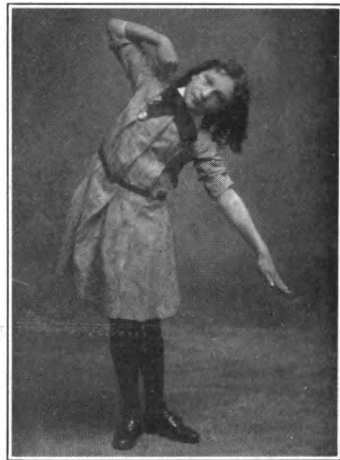


Figure 304

PART I—FREE EXERCISES

- Unit 1. A. *Hands—clinch.* Swing arms side-upward—1; return—2.
- B. *Hands on hips—place.* In place—run.
- Unit 2. A. *With raising arms sideward, palms upward, raise chest upward—1; lower—2.*
- B1. *Hands on shoulders—place.* Bend trunk left—1 (Fig. 303); return—2; bend right—3; return—4.
- 2. *Arms upward—bend.* Lower trunk forward—1; raise—2; straighten arms upward—3; return—4.
- 3. *Bend trunk left and hands and shoulders—place.* Straighten left arm sideward—1 (Fig. 304); return—2; straighten right arm sideward—3; return—4.
- The same exercise opposite.
- Unit 3. *Hands behind neck—place.* Raise left leg sideward—1; lower—2; right leg—3; return—4.

PART II—STEPS

Arrange the class in a column of twos.

- A.
 - 1. Alternate sixteen marching and sixteen running steps.
 - 2. Raise arms sideward and hold this position during four marching steps; raise arms upward and hold during four steps; lower sideward; lower downward; sixteen counts in all.
- B. (a)
 - 1. Change step (1-2; 3-4).
 - 2. Alternate four change-steps (1-8) with eight marching steps (9-16).
- (b) Double step-hop left and right (1-3; 4-6).
- (d)
 - 1. Balance-step sideward left and right (1-3; 4-6).
 - 2. Balance-step forward left and right (1-3; 4-6).

PART III—BREATHING

March forward, inhaling during four steps and exhaling during four steps. Practice also with raising the arms sideward and lowering them.

PART IV—JUMPING

(See Class Aims; page 72.)

- A. The running broad jump is to be practiced. If possible select a part of the yard which allows a landing on earth. If only short jumps are to be practiced, these may be performed in an ordinary schoolyard. For large jumps a soft landing place (earth or old mats) must be provided. Arrange the pupils in an open column of fours. Explain the principles of the broad jump; i. e., the run, the take-off, the flight, and the landing. In this first lesson the whole class is to jump together. Proceed as outlined in "Jumping," page 49, paragraphs 1 to 8.
- B. If after several jumps a few minutes are left, play "Black Man," which continually employs all players.

Third Grade—Lesson 3

Arrange the class as per method outlined on page 15.

PART I—FREE EXERCISES

- Unit 1. A. *Hands—clinch.* Swing arms fore-upward and raise the heels—1; return—2.
- B. *Hands on hips—place.* Alternately and quickly raise left and right knee forward (1-2).
- Unit 2. A. With raising arms fore-upward, raise the chest—1; return—2.
- B1. Raise arms sideward—1; upward—2; lower sideward—3; lower—4.
- 2. *Hands on hips—place.* Lower trunk forward—1; return—2.

3. *Arms upward—bend.* Straighten arms backward, palms outward (Fig. 305)—1; return—2; bend the trunk backward and straighten arms upward—3; return—4.
 4. *Bend upper trunk backward and hands on hips—place.* Straighten the arms upward—1; return—2.
- Unit 3. *Hands behind neck—place.* Raise left leg backward—1; return—2; raise right leg backward—3; return—4.



Figure 305

PART II—STEPS

- Keep the class in its formation of open ranks.
- A. When marching raise the straight legs forward knee-high. March forward eight steps and then face left about in eight steps.
Repeat several times.
The files countermarch left.
 - B. (a) Alternate four skip-change-steps (1-8) with eight marching steps (9-16).
(d) 1. Step and curtsy left and right sideward. Execution: Step sideward on the left foot, slightly raising the right leg sideward, place the right leg crossed behind the left, bending both knees (count 1 and 2); repeat to the right (count 3 and 4). (See Fig. 306.)
2. Raise the arms sideward. Repeat the step and curtsy. When bending the knees, swing the curved right arm forward (palm toward the body). The same opposite. Work for an easy, graceful movement of the whole body. (See Fig. 307.)



Figure 306



Figure 307

PART III—BREATHING

Raise arms fore-upward and inhale. Lower arms side-downward, pressing them well back, and exhale. Repeat five to six times.

PART IV—A GAME

- A. "Pulling Over the Line."—Quickly divide the class into two divisions, facing each other, standing about ten steps apart. Let the first four or six from each side step forward to the center and grasp right hands. Upon command they begin to pull, each one trying to pull his opponent over to his side. After a short time, command "halt," and count the number beyond the center of the field. Credit each side with the number pulled over the center line. Then take the next four (or six) until all have had a chance. Count the points and announce the winner. Repeat several times.
- B. If there is time, play a short game of "Third Tag and Run." Let the two divisions stand as they are. Upon command have the first four (or six) of one side step over to the opposite side to tag anyone of their opponents. Count the number of those tagged by the pursuers. Then have the first four of the opposite side step forward and see how many of these will be tagged, and so on until all have had a chance. Finally count the number tagged by each side and announce the winner.

Third Grade—Lesson 4

Arrange the class in open order for free exercises.

PART I—FREE EXERCISES

- Unit 1. A. *Arms to thrust—bend.* (Fig. 308 shows lunge also.) Thrust upward—1; lower arms sideward—2; swing upward—3; bend—4.
- B1. *Hands on hips—place.* Bend knees—1; return—2.
2. *Arms to thrust—bend.* Thrust upward—1; bend knees and lowers arms sideward—2; reverse—3; return—4.

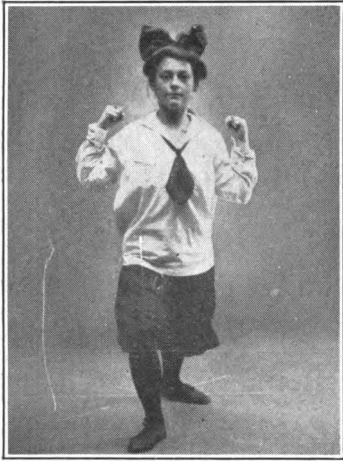


Figure 308



Figure 309

- Unit 2. A. Raise arms fore-upward and place left foot forward—1; bend upper trunk backward—2; reverse—3; return—4.
- B1. *Stride left sideward and hands on hips—place.* Straighten arms sideward—1 (Fig. 309 shows one arm sideward); return—2; turn trunk left—3; return—4.
- Same exercise right.
2. *Arms upward—bend.* (See Fig. 301, page 95.) Turn trunk left and straighten arms sideward—1; return—2; right—3; return—4.
3. *Hands on hips—place.* Stride left forward—1; lower trunk forward—2; reverse—3; return—4.
4. *Left sideward—stride.* Turn trunk left and hands on hips—place. Straighten arms sideward, palms up—1; return—2.
- The same exercise right.
- Unit 3. 1. *Hands on hips—place.* Raise left leg forward—1; return—2; right—3; return—4.

2. *Hands on shoulders—place.* Straighten right arm sideward and raise left leg sideward—1; return—2.
The same exercise opposite.

PART II—STEPS

Arrange the class in a column of twos.

- A.
 1. Marching in fast time. Upon command resume common time. Repeat several times.
 2. Bend arms to thrust. Common step with thrusting arms sideward (a movement every two steps).
- B. (a)
 1. Four glides forward, alternately left and right (1-4; 5-8).
 2. Four step-hops (1-8) then 8 glides forward, alternately 4 left and 4 right (9-16).
 3. As 2, but obliquely forward.
 4. As 2, but obliquely outward and inward.
- (d)
 1. Step and curtsy left and right.
 2. As 1, slightly bending the trunk left when stepping left, and *vice versa*. (See Fig. 95, page 82.)

PART III—BREATHING

With hands placed on hips, march forward inhaling during four steps and exhaling during four. Repeat five to six times.

PART IV—ENDURANCE RUN

- A. As soon as cool weather comes it should be the aim of every teacher to increase the endurance of the pupils by the regular practice of endurance running.

Note.—See that the increase in time is gradual. Watch for paleness, also for flushing. Do not let the leaders set a fast pace. Pupils suffering from short breath or pain in the side step out of line without asking permission. They should, however, be encouraged to step into their places again as soon as breathing is normal.

- B. Jumping rope. Arrange the class in a column of twos facing the rope.
 1. Run through the rope by twos at the end of every fourth swing; at the end of every third swing.
 2. Run into the rope by twos, jump twice, then run out.
 3. The same by threes.

Third Grade—Lesson 5

PART I—FREE EXERCISES

Arrange the class in the prescribed manner for free exercises.

- Unit 1. A. *Arms upward—bend.* Alternately straighten arms upward and downward (1-2; 3-4).
- B. *Hands on hips—place.* Quickly bend and straighten knees (1-2).

- Unit 2. A. Raise arms fore-upward—1; lower arms sideward and bend upper trunk backward—2; reverse—3; return—4.
- B. 1. *Stride left sideward and hands on shoulders—place. Bend trunk left and straighten arms sideward—1 (Fig. 310); return—2.*
- The same exercise right.
2. *Hands on hips—place. Bend trunk fore-downward and straighten arms downward—1; return—2.*
3. *Left sideward—stride. Bend trunk left and hands on shoulders—place. Straighten left arm sideward—1; return—2; straighten right arm sideward—3; return—4.*
- The same exercise right.



Figure 310

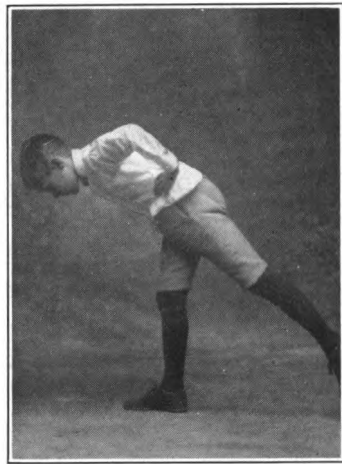


Figure 311

- Unit 3. 1. *Hands on hips—place. Raise left leg backward and slightly lower trunk forward—1 (Fig. 311); return—2.*
- The same exercise right.
2. *Hands on shoulders—place. Raise left leg sideward and bend trunk right sideward—1; return—2.*
- The same exercise opposite.

PART II—STEPS

Arrange the class in a column of twos.

- A. 1. Bend arms to thrust. March sixteen steps in common time, then sixteen steps thrusting arms sideward, one step for each movement.
2. Marching in fast time.

- B. (a) 1. Eight glides forward, alternately 4 left and 4 right (1-4; 5-8) then four glide-hops (9-16).
 2. As 1, but obliquely outward and inward.
 3. As 2, but facing partners and grasping hands when performing the eight glides. The glides now will be sideward in the line of march.
- (d) 1. Balance-step forward left and right (1-3; 4-6) then backward left and right (7-12).
 2. As 1, but obliquely forward and backward.
 3. As 1, but outward and inward.

PART III—BREATHING

With raising arms side-upward inhale deeply. Repeat five to six times.

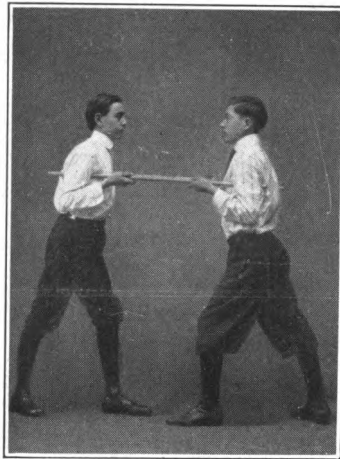


Figure 312

PART IV—PUSHING

- A. Arrange the class in a column of twos. Open the ranks that there is a distance of approximately ten steps between the files. Let all face the center. Have the first boy (or girl) from each side step to the center. Get two wands 36x1 inch. Have the two pupils step between the wands and place these under their arms, at the same time placing one foot forward (Fig. 312). The object of the exercise is to push your opponent back a certain distance. Credit the winning side with a point, and then have the next two step forward. In order to save time there should be a pair of wands for every ten to twelve pupils.
- At times it is wise to have several of the winners from each side push against the winners of the opposite side.
- B. To close the lesson, use the same class formation and have a running race over a short distance.

Third Grade—Lesson 6

Arrange the class in open order for free exercises.

PART I—FREE EXERCISES

- Unit A1. *Hands—clinch.* Swing arms fore-upward—1; side-downward—2.
2. Swing arms side-upward—1; fore-downward—2.
- B. *Hands on hips—place.* In place—run.
- Unit 2. A. *Stride left forward and hands behind neck—place.* Bend upper trunk backward—1 (Fig. 313); return—2.



Figure 313

- B1. *Stride left forward and hands on shoulders—place.* Turn trunk left—1; return—2; straighten arms sideward—3; return—4.
- The same exercise right.
2. *Arms fore-upward—raise.* Bend trunk fore-downward and swing arms fore-downward—1; return—2.
3. *Left forward—stride.* Turn trunk left and hands on shoulders—place. Straighten arms sideward—1; return—2.
- The same exercise right.
- Unit 3. 1. *Hands on hips—place.* Raise left leg sideward—1; bend right knee—2; reverse—3; return—4.
- The same exercise right.
2. Raise left leg backward—1; bend right knee—2; reverse—3; return—4.
- The same exercise right.

PART II—STEPS

Arrange the class in a column of twos.

- A.
 - 1. Alternate sixteen running steps with sixteen steps in quick time.
 - 2. *Arms to thrust—bend.* Marching in common time, thrust sideward, four counts to each movement; also thrust forward, or upward.
- B. (a)
 - 1. Alternate four change-steps (1-8) with four glide-hops (9-16).
 - 2. As 1, but obliquely forward left and right.
 - 3. As 1, but obliquely outward and inward.
- (b)
 - 1. Double glide-hop (1-3; 4-6).
 - 2. As 1, but obliquely forward left and right.
 - 3. As 1, but obliquely outward and inward.

PART III—BREATHING

Inhale deeply five to six times, placing particular weight upon a complete exhalation.



Figure 314

PART IV—A GAME

Teachers, when they try to have their pupils play a game like Endball or Baseball, often are discouraged because the girls apparently are not interested in the game. Games of the type spoken of, that is, games of low or of high organization demand a fair amount of practice in certain activities. These activities are throwing, catching and striking. Skill in these activities is acquired only by years of practice. It must, therefore, be the aim of teachers to give to their pupils many opportunities to practice the activities that underlie all of our highly organized games.

- A. Throwing and catching are developed by a simple game. Divide the players into two divisions; *i. e.*, have every other pupil step forward about ten steps and face about. Get a ball, or a bean bag for every six to eight players. Have player number one throw the ball or bag across to

number two, number two throws it over to number three and so on, the last player in the squad throwing it to number one. This very simple game of "passing" may be made more difficult by having the ball caught with one hand, also by increasing the distance, or throwing the ball high.

In order to introduce competition the odd numbered players may be called team No. 1, while the others are team No. 2.

Now count the number of catches made by each team, and at the end of three rounds see who wins.

- B. "Tug of War."—Arrange the members of the teams one behind the other, the sexes separate. Connect the ranks by holding on to the player in front. The leaders grasp wrists, and then have a short tug of war (Fig. 314). Another good plan is to have the players grasp the ends of a window pole and then have them pull.

PART IX

TYPICAL COMPLETE LESSONS FOR GRADES IV, V AND VI

Fourth Grade—Lesson 1

For viewpoints regarding the physical training work of this school grade read "Fundamental Considerations," pages 6 and 7.

For method of forming your class in the yard or gymnasium see page 20.

PART I—FREE EXERCISES

- Unit 1. A. *Arms to thrust—bend.* (See Fig. 401, showing lunge also.) Thrust forward—1; swing arms upward—2; reverse—3; return—4.
- B. *Hands on hips—place.* Alternately and quickly raise left and right knee forward (1-2).



Figure 401

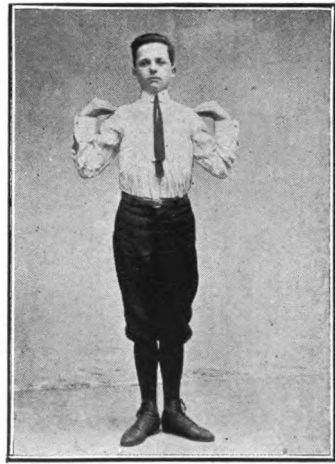


Figure 402

- Unit 2. A. *Hands on hips—place.* Bend upper trunk backward—1; return—2.
- B1. *Hands on hips—place.* Stride left forward—1; lower trunk forward—2; reverse—3; return—4.
2. *Arms upward—bend.* (See Fig. 402.) Lower trunk forward and straighten arms sideward—1; return—2.
3. *Stride left forward and hands on hips—place.* Bend left knee—1; lower trunk forward—2 (Fig. 403); reverse—3; return—4.
- Unit 3. *Hands on hips—place.* Raise left leg forward—1; slightly bend right knee—2; reverse—3; return—4.
- The same exercise opposite.

PART II—STEPS

Arrange the class in a column of twos.

- A.
 - 1. Common step. Upon command change to "fast time."
 - 2. Common step. Upon command march "on toes."
- B. Dancing steps.
 - (a)
 - 1. Step-hop left and right (1-2; 3-4).
 - 2. Alternate four change-steps (1-8) with four gallop-hops forward left and four right (9-16).
 - 3. Alternate four skip change-steps (1-8) with four glide-hops left and four right (9-16).
 - (c) Triple step-hop left and right (1-4; 5-8).

PART III—BREATHING

(See also Page 70)

With raising arms sideward, inhale deeply; exhale. Repeat five to six times.

PART IV—A GAME

"Dodgeball in a circle." For rules see "Games and Dances." Quickly divide your class into two teams. If it is a mixed class have an equal number of boys and girls on each team.

At times it may be advisable to have the girls play against the boys.

Fourth Grade—Lesson 2

Arrange the class as per method outlined on page 20.

PART I—FREE EXERCISES

- Unit 1. A. *Arms upward—bend.* Straighten arms sideward—1; swing arms upward—2; reverse—3; return—4.
- B. *Hands on hips—place.* In place—run.
- Unit 2. A. With raising arms sideward, bend upper trunk backward—1; return—2.
- B1. *Hands behind neck—place.* Stride left sideward—1; bend trunk left—2; reverse—3; return—4.
The same exercise right.
- 2. *Hands on hips—place.* Bend trunk fore-downward—1; return—2.
- 3. *Stride left sideward and arms sideward—raise.* Bend trunk left—1 (Fig. 404); return—2; bend trunk right—3; return—4.
- 4. *Hands on hips—place.* Place left foot sideward (on the toes)—1; bend trunk left—2; reverse—3; return—4.
- Unit 3. *Raise left leg sideward and hands on hips—place.* Bend and straighten right knee several times.
The same exercise opposite.

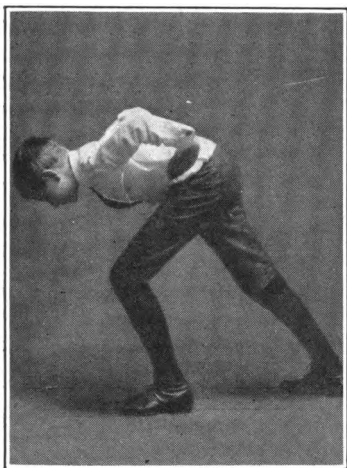


Figure 403

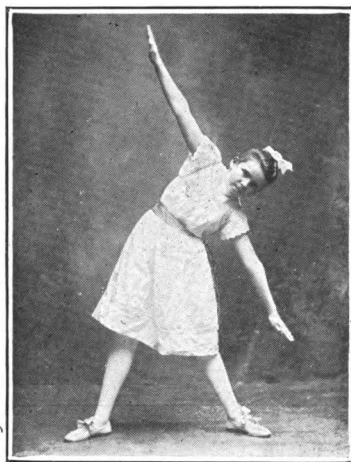


Figure 404

PART II—STEPS

Allow the class to remain as it is (in open order).

- A.
 1. Each file countermarch left—common step eight counts (1-8) alternately with raising the knees while marching (9-16).
 2. Alternate the common step with raising the (straight) legs forward.
- B. Dancing steps.
 - (b)
 1. Double step-hop left and right (1-3; 4-6).
 2. Alternate six marching steps with a double step-hop left and right (1-6; 7-12).
 - (d)
 1. Balance-step forward left and right (1-3; 4-6).
 2. Balance-step obliquely forward left and backward right, with the opposite foot placed in front.

PART III—BREATHING

With raising arms fore-upward inhale deeply. Exhale and lower arms side-downward. Repeat five to six times.

PART IV—RUNNING

Arrange your class that the pupils may run fifty yards. If possible this should be "straight away." If the space at your disposal does not allow this, make it a race in an oval, or "to and fro." The main point to be kept in mind is that the children are to run one hundred and fifty feet with as little obstruction in the way as possible. The minimum time that it should take girls and boys of different ages to run fifty yards is found on page 72. If you find pupils that do not meet the requirements, arrange for time to give them extra work until they reach the minimum.

In order to stimulate interest it is wise to have several pupils run at the same time. Later let the better runners (also the poorer ones) have a race for themselves.

As soon as possible find out who your better runners are, and then, when running, always place these together.

Note.—It is advisable to post the best performances (as well as the minimum requirements) in all track and field events on the blackboard in one corner of the class room. Children like to know if they measure up to the requirements.

Fourth Grade—Lesson 3

Arrange the class as per method outlined on page 20.

PART 1—FREE EXERCISES

- Unit 1. A. *Hands—clinch.* Swing arms fore-upward and raise heels—1; return—2.
 B. *Hands on hips—place.* Bend knees—1; return—2.

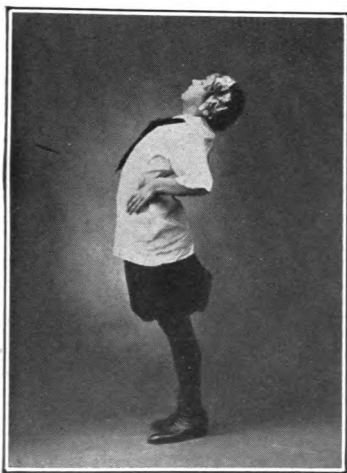


Figure 405

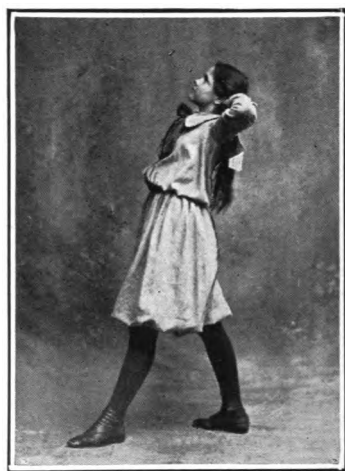


Figure 406

- Unit 2. A1. With raising arms fore-upward bend upper trunk backward—1; return—2.
 2. *Clinch hands and arms forward—raise.* Place hands on hips—1; bend upper trunk and head backward—2 (Fig. 405); reverse—3; return—4.
 B1. *Hands behind neck—place.* Stride left forward—1; bend trunk backward—2 (Fig. 406); reverse—3; return—4.
 2. *Hands on hips—place.* Stride left forward—1; bend trunk fore-downward—2; reverse—3; return—4.
 3. *Left backward—stride.* Bend trunk backward and hands on hips—place. Straighten arms sideward, palms up—1; return—2.
- Unit 3. *Hands on hips—place.* Raise left leg backward—1; bend right knee—2; reverse—3; return—4.
 The same exercise right.

PART II—STEPS

Arrange the class in a column of twos.

- A.
 - 1. While marching in common step raise arms sideward and hold during four steps; lower.
 - 2. As above, but raising arms side-upward.
- B. Dancing steps.
 - (b)
 - 1. Double glide-hop obliquely forward left and right (1-3; 4-6).
 - 2. Alternate three glides obliquely forward left and right (1-3; 4-6), with a double glide-hop obliquely forward left and right (7-9; 10-12).
 - (d)
 - 1. Step and curtsy left and right sideward. (See Fig. 93, page 82.)
 - 2. Arms raised sideward—repeat the step and curtsy sideward. When crossing the right leg in rear of left swing (wave) the curved right arm obliquely fore-upward and *vice versa*. (Fig. 89, page 81, shows arm position only.)

PART III—BREATHING

While marching forward inhale during five steps, then exhale during three steps. Repeat six to eight times.

PART IV—A GAME

“Day or Night.” Quickly divide the class into two equal divisions, naming one “day,” the other “night.” For description of the game see “Games and Dances.”

Fourth Grade—Lesson 4

Arrange the class as per method outlined on page 20.

PART I—FREE EXERCISES

- Unit 1. A. *Arms to thrust—bend.* Thrust sideward—1; return—2; thrust upward—3; return—4.
- B. *Hands on hips—place.* With raising knees, in place—run.
- Unit 2. A. With raising arms sideward, palms up, bend upper trunk backward—1; return—2. Repeat five to six times.
- B1. *Arms to thrust—bend.* Thrust sideward—1; turn trunk left—2; reverse—3; return—4.
The same exercise right.
- 2. *Hands on hips—place.* Lunge left sideward—1; lower trunk forward (Fig. 407)—2; reverse—3; return—4.
- 3. *Hands clinch and arms sideward—raise.* Turn trunk left—1; bend arms, fists over shoulders—2; reverse—3; return—4.
- 4. *Left forward—stride.* Turn trunk left and arms upward—bend. Straighten arms sideward—1; return—2.
The same exercise right.

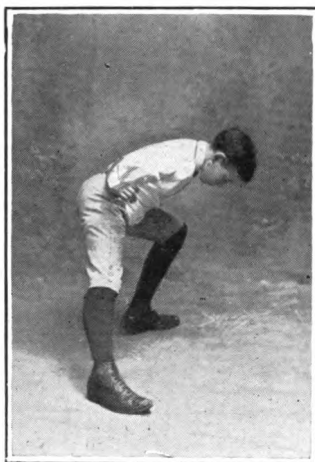


Figure 407

- Unit 3. *Hands on hips—place.* Raise left knee forward—1; straighten left leg forward—2; reverse—3; return—4.
The same exercise right.

PART II—STEPS

Arrange the class in a column of twos.

- A. Alternate sixteen steps in "common" with sixteen steps in "quick" time.
- B. (a) 1. Inner hands grasped shoulder-high. Eight skip-steps forward beginning with the outer foot (1-8), then eight glides sideward in the line of march facing partners and grasping hands (9-16).
 2. As above, alternate four change-steps (1-8) with eight glides sideward (9-16).
- (c) As above, alternate two triple step-hops (1-4; 5-8) with eight glides sideward (9-16).
- (d) 1. *Hands on hips—place.* Balance-step left and right sideward, placing the opposite foot forward (1-3; 4-6).
 2. *Arms sideward—raise.* Balance-step sideward, waving the opposite arm forward. (See Fig. 87, page 80, for arm position.)

PART III—BREATHING

While marching inhale during four steps raising the arms fore-upward, and exhale during four steps, lowering the arms side-downward. Continue six to eight times.

PART IV—JUMPING ROPE

Arrange the class in a column of twos.

- A. Swing the rope toward the class (headward). At the end of the third swing the first two run into the rope, jump twice and run out. The next two run in as the first leave the rope.

Have several ropes going at the same time. Select intelligent pupils to swing them. If necessary, have a separate rope for those who are timid. Swing this yourself.

- B. "The Beetle is Out." Quickly arrange the pupils in a circle standing shoulder to shoulder. Procure a knotted handkerchief, and for a few minutes play "The Beetle is Out."

On a cold day, a good short game would be "Fox and Chickens," or "Lame Goose" (see "Games and Dances").

Fourth Grade—Lesson 5

Arrange the class as per method outlined on page 20.

PART I—FREE EXERCISES

- Unit 1. A. *Arms to thrust—bend.* Thrust left sideward and right upward—1; return—2; thrust right sideward and left upward—3; return—4.
- B. *Hands on hips—place.* Quickly bend and straighten knees (1-2).
- Unit 2. A. With raising arms side-upward, bend upper trunk backward—1; return—2.
- B1. *Hands on hips—place.* Bend trunk obliquely left forward—1; return—2.
- The same exercise right.
2. *Bend upper trunk backward and arms upward—bend.* Straighten arms upward—1; return—2.
3. *Hands—clinch.* Swing arms fore-upward—1; bend trunk fore-downward and swing arms downward—2; reverse—3; return—4.
- Unit 3. 1. *Hands on hips—place.* Raise left leg forward—1; bend right knee—2; reverse—3; return—4.
- The same exercise right.
2. Raise left leg forward and slightly bend trunk backward—1; return—2.
- The same exercise right.

PART II—STEPS

Arrange the class in a column of twos.

- A. Alternate sixteen steps in common time with sixteen steps raising the knees.

- B. (a) 1. Skip-change-step (1-2; 3-4).
 2. Alternate four skip-change-steps (1-8) with eight marching steps (9-16).
 3. Alternate four skip-change-steps (1-8) with eight glides forward, four left and four right (9-16).
 4. As 3, but obliquely outward and inward.
- (b) 1. Three glides forward left (1-3) and a double glide-hop right (4-6).
 2. As 1, obliquely forward.
 3. As 1, but obliquely outward and inward.
- (d) 1. Balance-step obliquely forward left and right, placing the opposite foot forward.
 2. As 1, with trunk bending right and left.

PART III—BREATHING

With raising arms fore-upward inhale deeply. Exhale, lowering arms side-downward. Repeat six to eight times.

PART IV—A GAME

- A. "Fox and Chickens."—Quickly arrange the pupils in squads of eight and play "Fox and Chickens." This is an ideal game for cool weather, as it continually keeps all players in vigorous action.
- B. If there is time, arrange the class in several long ranks and play "Passball Overhead."

Fourth Grade—Lesson 6

Arrange the class as per method outlined on page 20.

PART I—FREE EXERCISES

- Unit 1. A. *Arms to thrust—bend.* Thrust alternately up and downward (1-2; 3-4).
 B. *Hands on hips—place.* In place—run.
- Unit 2. A. *Arms forward—raise.* With moving arms upward bend upper trunk backward—1; return—2.
 B1. *Hands—clinch.* Lunge left sideward and raise arms sideward—1; bend trunk right—2; reverse—3; return—4.
 The same exercise right.
 2. *Arms to thrust—bend.* Lunge left sideward and thrust sideward—1; bend trunk right and swing arms, the left bent overhead, the right behind back—2 (Fig. 408); reverse—3; return—4.
 The same exercise right.
 3. *Arms to thrust—bend.* Jump to a side stride and thrust upward—1; bend trunk fore-downward and swing arms downward—2; reverse—3; return—4.

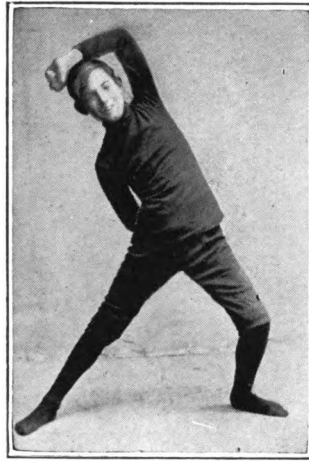


Figure 408

- Unit 3. Raise arms and left leg forward—1; raise arms upward and move left leg backward—2; reverse—3; return—4.
The same exercise right.

PART II—STEPS

- A. Alternate marching in quick time with running.
- B. (c) 1. Triple glide-hop left (1-4) and four glides forward right (5-8).
 2. As 1, obliquely forward left and right.
 3. As 1, but obliquely outward and inward.
- (d) 1. *Knuckles on hips—place.* Step and curtsy left and right sideward.
 2. As 1, with trunk bending left and right. (Fig. 95, page 82, shows arms also.)
 3. *Arms sideward—raise.* Step and curtsy sideward left and right with waving opposite arm forward. (See Fig. 94, page 82.)

PART III—BREATHING

While marching forward, inhale during a specific number of steps, raising the arms sideward, then exhale. Repeat six to eight times.

PART IV—JUMPING

- A. Arrange the pupils as they stood for the free exercises. The “standing broad jump” is to be practiced by all simultaneously. Explain how the arms are to be swung (see page 49), that the landing is to be made on the toes, etc.
- Have all execute three or four jumps, then let the class face about and repeat the jumping.
- Tell the pupils how far each age should be able to jump (see minimum requirements, page 72). Also tell them what a good jump for each age is.

- B. If there is time, have a running race over a short distance. Place the winners of each file at one side and end up the lesson by having a race among the best runners. At times have a race of girls against the boys, handicapping the boys a suitable distance.

Fifth Grade—Lesson 1

For viewpoints regarding the physical training work of all school grades read "Fundamental Considerations," pages 5 to 9.

See page 20 for the method of arranging the class for gymnastics in the yard or gymnasium.

PART I—FREE EXERCISES

- Unit 1. A. *Arms upward—bend.* (Fig. 601, page 129.) Alternately straighten arms upward and sideward (1-2; 3-4).
 B. *Hands on hips—place.* Alternately and quickly raise left and right knee forward (1-2).
- Unit 2. A. With raising arms fore-upward, bend upper trunk backward—1; return—2.
 B1. *Hands on hips—place.* Bend trunk fore-downward—1; return—2.
 2. *Hands on hips—place.* Lunge left sideward—1; lower trunk forward—2; reverse—3; return—4.
 3. *Lower trunk forward and arms to thrust—bend.* Thrust left downward—1; bend left arm and thrust right downward—2; continue eight to twelve times.
- Unit 3. *Hands in rear—grasp.* Raise left leg forward—1; bend trunk backward—2 (Fig. 501); reverse—3; return—4.

PART II—STEPS

Arrange the class in a column of twos.

- A. Alternate marching in common and quick step.
 B. (a) 1. Swing-hop (1-2; 3-4).
 2. Balance-hop (1-2; 3-4).
 3. Alternate eight marching steps (1-8) with four swing-hops (9-16).
 (b) 1. Double balance-hop (1-3; 4-6).

PART III—BREATHING

With raising arms sideward inhale deeply; exhale. Repeat five to seven times.

PART IV—A GAME

- A. "Three Deep."—Quickly arrange the class in a circle composed of ranks of two, all facing the center, and start the game.
 B. "A Race."—After playing about eight to ten minutes, quickly arrange the class in open ranks of four, the sexes separate. Have one of the older

pupils mark the "start" and "finish" by means of lines drawn across the ground. In starting the runners use the correct commands: "Get on your marks," "Get set" and "Go." Credit the winning file with one point. Continue until all have run, then announce the winners. If there is time, have a "final" race among the winners to decide which file won the race.

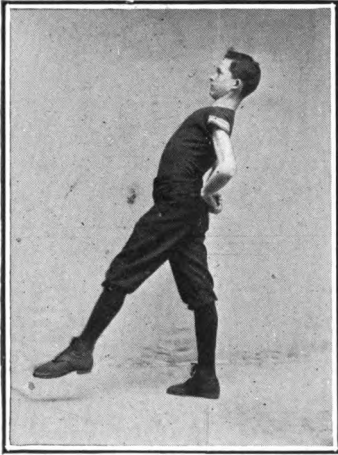


Figure 501

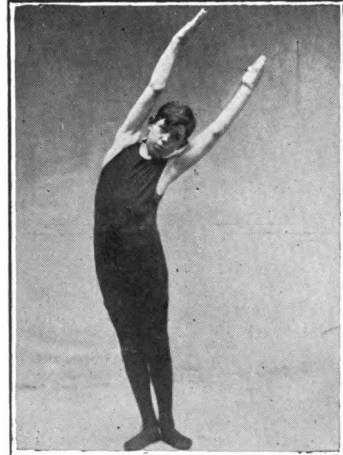


Figure 502

Fifth Grade—Lesson 2

Arrange the class as per method outlined on page 20.

PART I—FREE EXERCISES

- Unit 1. A. *Arms to thrust—bend.* (See Fig. 401, page 109.) Thrust alternately sideward and upward (1-2; 3-4).
 B. *Hands on hips—place.* Quickly bend and straighten knees (1-2).
- Unit 2. A. With raising arms side-upward, bend upper trunk backward—1; return—2.
 B1. *Clinch hands and arms sideward—raise.* Bend trunk left—1; return—2; right—3; return—4.
 2. *Bend trunk left and hands on hips—place.* Straighten arms upward—1 (Fig. 502); return—2.
 The same exercise opposite.
 3. *Hands on hips—place.* Bend trunk fore-downward—1; return—2.
 4. *Hands on shoulders—place.* Lunge left sideward—1 (Fig. 503); bend trunk right—2 (Fig. 504); reverse—3; return—4.

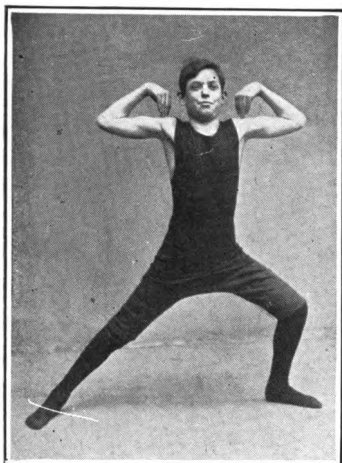


Figure 503

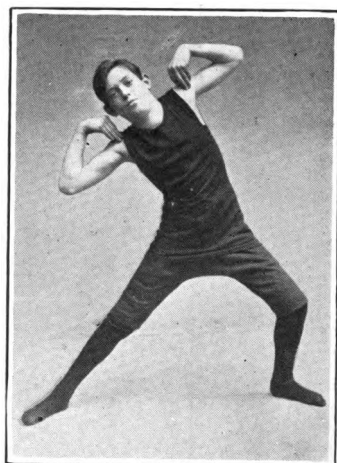


Figure 504

- Unit 3.
1. *Hands on hips—place.* Raise left leg sideward—1; bend right knee—2; reverse—3; return—4.
The same exercise right.
 2. Raise heels and raise arms sideward—1; bend knees and raise arms upward—2; reverse—3; return—4.

PART II—STEPS

Let the class stand in open order. In moving, the files countermarch left.

- A.
 1. Common step, raising arms forward, upward, and lowering forward and down, four counts for each movement.
 2. Alternate eight common steps with eight knee-raising steps.
- B. (a)
 1. Polka-hop (1-2; 3-4).
 2. Alternate four polka-hops (1-8) with eight marching steps (9-16).
 3. Alternate four polka-hops with eight glides forward (four left and four right).
 4. Alternate four polka-hops with four swing-hops.
- (b)
 1. Double balance-hop (1-3; 4-6).
 2. Alternate two double balance-hops (1-3; 4-6) with six marching steps (7-12).

PART III—BREATHING

With raising arms side-upward inhale deeply; exhale. Repeat five to seven times.

PART IV—SPRINTING

- A. Fast running, "sprinting," up to one hundred yards must be practiced often. Begin with fifty yards and gradually increase the distance. Measure off your distance. If possible, this should be "straight away." See

that there are no obstructions. Arrange your class that its position will not interfere with the running. If the track is to be an oval, see that the corners are free. On an oval track it may be best to have the pupils standing inside the oval. As a rule, however, it is best to have them at the side, that you may oversee all that is happening.

Now arrange your class in sections based upon age, as each age has different minimum requirements (see page 72). If possible, have a stop watch and announce the time of each winner. After all have run, repeat the exercise.

- B. If you have time play a game of "Pass Ball." Quickly arrange the class in a front circle and play.

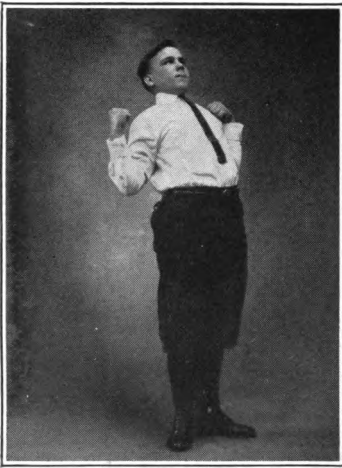


Figure 505

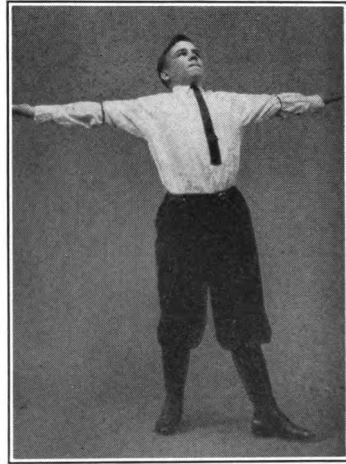


Figure 506

Fifth Grade—Lesson 3

Arrange the class as per method outlined on page 20.

PART I—FREE EXERCISES

- Unit 1. A. *Hands—clinch.* Swing arms fore-upward and rise on toes—1; return—2.
- B. *Hands on hips—place.* In place—run.
- Unit 2. A1. *Arms to thrust—bend.* Bend upper trunk backward—1 (Fig. 505); return—2.
2. *Clinch hands, and arms fore-upward—raise.* Bend arms to thrust and bend upper trunk backward—1; return—2.
- B1. *Hands on hips—place.* Lunge left forward—1; slightly bend trunk backward—2; reverse—3; return—4.
- The same right.
2. *Hands on shoulders—place.* Bend trunk fore-downward and straighten arms downward—1; bend trunk backward and swing arms fore-upward—2; reverse—3; return—4.

3. *Left backward—stride. Slightly bend trunk backward and hands on hips—place. Straighten arms sideward, palms up—1 (Fig. 506); return—2.*
- Unit 3. *Clinch hands and arms sideward—raise. Raise left leg backward—1; lower trunk forward—2; reverse—3; return—4. The same right.*

PART II—STEPS

Arrange the class in a column of twos.

- A. 1. March in quick time.
2. Common time with a two-movement arm exercise; *e. g.*, straightening arms forward, four counts to each movement.
- B. (a) 1. Alternate heel and toe polka (double polka) left and right (1-8) with four swing-hops (9-16).
2. Alternate two double polka-hops (1-8) with four balance-hops (9-16).
3. Alternate four swing-hops with four balance-hops.
- (b) 1. Alternate two double balance-hops (1-3; 4-6) with 6 glides forward (three left and three right), (7-12).
2. As 1, but obliquely outward and inward.
- (d) 1. Balance-step sideward left and right (1-3; 4-6).
2. Balance-step left sideward with foot placing right forward (1-3) the same exercise right sideward (4-6).

PART III—BREATHING

Marching in common step inhaling during four steps and exhaling during four steps. Gradually increase the number of steps for each phase of breathing.

PART IV—A GAME

- A. "Endball." Quickly divide the class into two teams. If the class is large, arrange for two teams of boys and of girls. Eventually select the players for permanent teams, so that when team games are to be played no time shall be lost, also that the same players may get accustomed to play together.
- B. If there are a few minutes left have a "hopping race" over a short distance (to and fro).

Fifth Grade—Lesson 4

Arrange the class as per method outlined on page 20.

PART I—FREE EXERCISES

- Unit 1. A. *Arms to thrust—bend. Thrust left upward and right downward—1; return—2; thrust right upward and left downward—3; return—4.*
- B. *Hands on hips—place. With raising knees, in place—run.*

- Unit 2. A. With raising arms fore-upward, bend upper trunk backward—1; lower arms sideward—2; reverse—3; return—4.
- B1. *Arms to thrust—bend.* Thrust sideward—1; bend arms, fists over shoulders and turn trunk left—2 (Fig. 507); reverse—3; return—4.
- The same exercise right.
2. *Stride left forward, clinch hands and arms fore-upward—raise.* Turn trunk left and lower arms sideward—1; bend arms, fists over shoulders—2; reverse—3; return—4.
- The same exercise right.
3. *Hands on hips—place.* Bend trunk fore-downward—1; return—2.

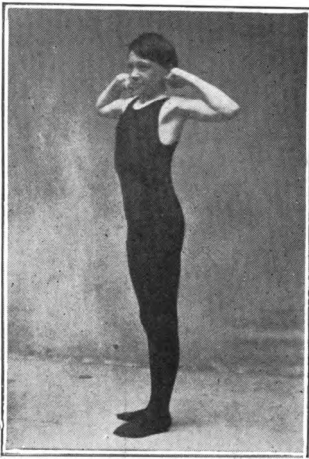


Figure 507

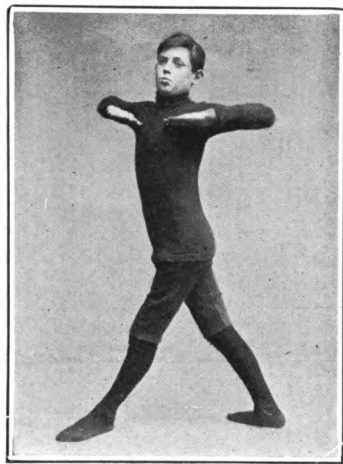


Figure 508

4. *Left forward—stride.* Turn trunk left and hands in front of chest—raise. (Fig. 508.) Fling arms sideward—1; return—2.
- The same exercise right.
- Unit 3. *Clinch hands and arms fore-upward—raise.* Raise left leg sideward—1; bend right knee—2; reverse—3; return—4.
- The same exercise opposite.

PART II—STEPS

Arrange the class in a column of twos.

- A. 1. Alternate eight common steps with eight steps raising the straight leg forward.
2. Alternate sixteen steps marching on toes with sixteen running steps.
- B. (c) 1. Three-step swing-hop (1-4).
2. Alternate two three-step swing-hops (1-8) with four swing-hops (9-16).

3. Alternate two three-step swing-hops (1-8) with four balance-hops (9-16).
- (d) 1. With a quarter turn right, balance-step left and right sideward (1-3; 4-6).
Repeat four times (in form of a cross).
2. The same exercise with a quarter turn left.
3. Step and curtsy left and right sideward (1-6; 7-12). (See Fig. 93, page 82.)
4. Raise arms sideward. Step and curtsy left and right with waving the opposite arm forward. (See Fig. 94, page 82.)

PART III—BREATHING

Inhale during four counts, exhale during three. Gradually increase the number of counts.

PART IV—JUMPING

- A. "Triple standing broad jump." Quickly arrange the class into as many divisions as there are ages (see page 72 for minimum requirements), keeping the boys and girls separate. By the time they enter the fifth grade the pupils should have a fair idea of the standing broad jump. Explain to them that the triple standing broad jump consists of three jumps following rapidly upon another. It is a mistake not to use the impetus one gets from the first jump by not immediately following this by the second, and this by the third jump. Announce the best jump for each age of both sexes.
- B. After three or four jumps quickly arrange the class into two teams and play the game of "Rabbits."

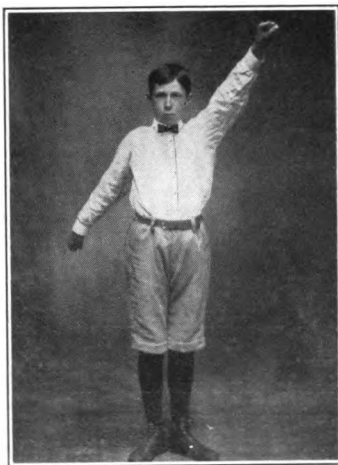


Figure 509

Fifth Grade—Lesson 5

PART I—FREE EXERCISES

- Unit 1. A. *Arms to thrust—bend.* Thrust obliquely left fore-upward—1; return—2; thrust obliquely right back-downward—3; return—4. (Fig. 509 shows both arms in action.)
 The same exercise opposite.
- B. *Hands on hips—place.* Quickly bend and straighten knees (1-2).
- Unit 2. A. *Arms upward—bend.* With straightening arms sideward, palms up, bend upper trunk backward—1 (Fig 510); return—2.

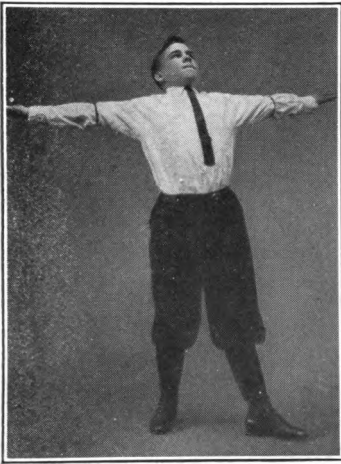


Figure 510

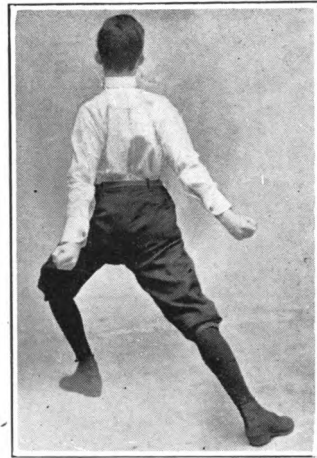


Figure 511

- B1. *Stride obliquely left forward and hands on hips—place.* Lower trunk obliquely left forward—1; return—2; bend trunk obliquely right backward—3; return—4.
 The same exercise opposite.
2. *Arms to thrust—bend.* Turn trunk left and thrust upward—1; return—2; the same right—3; return—4.
3. *Lower trunk obliquely left forward and arms to thrust—bend.* Thrust left downward—1; bend left arm and thrust right downward—2; continue this successive thrusting six to eight times.
- Unit 3. 1. *Hands—clinch.* Lunge obliquely left forward and swing arms fore-upward—1; swing arms obliquely back-downward, knuckles inward—2 (Fig. 511); reverse—3; return—4.
2. *Hands on hips—place.* Raise left leg obliquely side-backward—1; bend right knee—2; reverse—3; return—4.
 The same exercise opposite.

PART II—STEPS

Arrange the class in a column of twos.

- A. 1. *Arms to thrust—bend.* Common step. Thrust forward, swing upward, lower forward, bend to thrust, two steps for each movement.
2. As 1, but thrust sideward.
- B. (a) 1. Alternate four glides obliquely forward left and four right (1-4; 5-8) with four swing-hops obliquely forward (9-16).
2. As 1, but obliquely outward and inward.
3. As 1, but alternate with four balance-hops.
4. As 3, but obliquely outward and inward.
- (d) 1. Step and curtsy.
2. As 1, with slightly bending the body to the side the step is taken (Fig. 95, page 82, shows arms also.)

PART III—BREATHING

Inhale deeply six to eight times. See that the lungs are fully inflated, and that when exhaling as much as possible of the residual air is expelled from the lungs.

PART IV—A GAME

Baseball is a game every boy and girl should know. There are many simplified forms of baseball that can be played in a schoolyard or gymnasium. A form of the game that appeals to all boys and girls is to use a light basket-ball or a volley-ball, and bat this with the hand. If the girls do not understand the game well, divide the class into four teams—two of girls and two of boys.

Have some of your leaders (which you should have developed by this time) lay off the two fields and play a few innings. If you have permanent teams, it is advisable to keep the score from day to day until nine innings have been played. In a case of this kind keep the results posted on the blackboard in your classroom.

Fifth Grade—Lesson 6

PART I—FREE EXERCISES

- Unit 1. A1. *Arms to thrust—bend.* Thrust left upward—1; return—2; thrust right sideward—3; return—4.
- The same exercise opposite.
2. Thrust upward—1; lower arms sideward and rise on toes—2; reverse—3; return—4.
- B. *Hands on hips—place.* Run in place with raising knee (1-2).
- Unit 2. A. *Hands on hips—place.* Bend upper trunk backward—1; return—2.
- B1. *Arms fore-upward—raise.* Lunge left sideward—1; bend trunk left—2 (Fig. 512); reverse—3; return—4.
- The same exercise right.

2. *Left forward—stride. Turn trunk left and arms to thrust—bend. Thrust upward—1; return—2; thrust sideward—3; return—4.*

The same exercise opposite.

3. *Arms upward—bend. Lunge left sideward and straighten arms upward—1; bend trunk right—2; reverse—3; return—4.*

The same exercise opposite.

- Unit 3. 1. *Hands on hips—place. Raise left leg sideward—1; bend trunk right—2; reverse—3; return—4.*

The same exercise opposite.

2. *Turn trunk left, place left foot backward and raise arms forward—1 (Fig. 513); raise left leg backward and arms upward—2; reverse—3; return—4.*

The same exercise opposite.

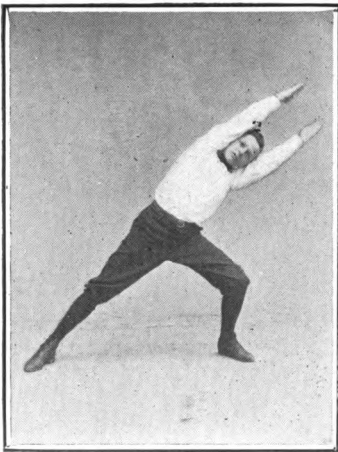


Figure 512

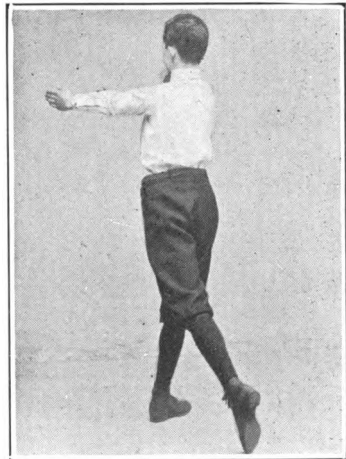


Figure 513

PART II—STEPS

Arrange the class in a column of twos.

- A. 1. *Arms to thrust—bend. While marching in common step alternately thrust forward and sideward, two counts to each movement.*
2. Common step with knee-raising.
- B. (a) 1. Alternate four swing-hops forward (1-8) with eight glides sideward (in the line of march) facing inward, and grasping neighbors' hands (9-16).
2. As 1, but four balance-hops.
- (b) 1. Alternate two double balance-hops forward (1-6) with six glides sideward, facing inward and grasping neighbors' hands (7-12).

2. Alternate a double balance-hop obliquely forward left (1-3) with three glides obliquely forward right (4-6).

The same opposite.

- (c) 1. Alternate a triple balance-hop left and right (1-8) with four swing-hops (9-16).
2. As 1, but four balance-hops.

PART III—BREATHING

With raising arms side-upward inhale deeply; exhale. Repeat six to eight times.

PART IV—BROAD JUMPING

“Hop, Step and Jump.” This jump is taught easiest by having the pupils take a start of three running steps, and then execute the hop, the step and the jump. It will take some time until all pupils can execute the jump correctly. In the first few lessons do not try for distance, but cultivate the correct jump. See that in the hop the passive leg is bent and held backward (not forward, as so many beginners will do). Teach the correct landing on the ball of the active leg, the toes turned forward. Then, for the step-jump see that the stepping leg is swung well forward, and that in the landing the toes are turned forward. In the third and final jump see that the pupil swings both legs and the arms forward forcibly, landing with knees bent. As said above, do not try to jump too far in the beginning. Cultivate sureness and form. When trying for distance the landing places, at least the final jump, should be on earth.

As soon as the jump is executed correctly by the majority of the class, divide the class into age-groups and into the two sexes. On account of the strenuousness of the jump, girls should not take a longer run than ten feet.

Sixth Grade—Lesson 1

For viewpoints regarding the physical training work of all school grades read "Fundamental Considerations," pages 5 to 9.

See page 20 for the method of arranging the class for gymnastics in the yard or gymnasium.

PART I—FREE EXERCISES

- Unit 1. A. *Arms upward—bend.* (Fig. 601.) Alternately straighten arms upward and sideward (1-2; 3-4).
 B. *Hands on hips—place.* Alternately and quickly raise left and right knee forward (1-2).

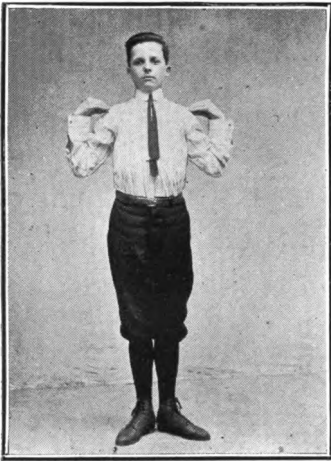


Figure 601

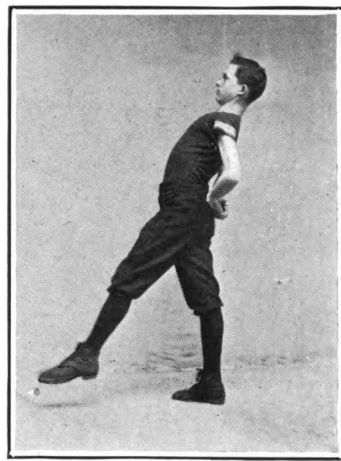


Figure 602

- Unit 2. A. With raising arms fore-upward, bend upper trunk backward—1; return—2.
 B1. *Hands—clinch.* Raise arms fore-upward and stride left forward—1; lower trunk forward and arms sideward—2; reverse—3; return—4.
 The same exercise right.
 2. *Hands—clinch.* Swing arms fore-upward—1; bend trunk fore-downward and swing arms downward—2; reverse—3; return—4.
 3. *Arms to thrust—bend.* Thrust upward and lunge left forward—1; lower trunk forward and arms sideward—2; reverse—3; return—4.
 The same exercise right.
- Unit 3. *Hands in rear—grasp.* Raise left leg forward and bend trunk backward—1 (Fig. 602); return—2.
 The same exercise right.

PART II—STEPS

Arrange the class in a column of twos.

- A. Upon command, alternate marching in common and quick step. Later alternate after each sixteen steps.
- B. (a) 1. Swing-hop left and right (1-2; 3-4).
 2. Balance-hop left and right (1-2; 3-4).
 3. Place the left hand at waist and raise right arm sideward. As 1, waving right arm forward when executing swing-hop left.
 4. As 3, but *vice versa*.
- (b) 1. Double balance-hop left and right (1-3; 4-6).
 2. As 1, with a glide; *i. e.*, glide balance-hop (1-3; 4-6).

PART III—BREATHING

(See also Page 70)

With raising arms sideward inhale deeply; exhale. Repeat five to eight times.

PART IV—A GAME

“Catch the Robber.” Quickly arrange the class into two teams, A and B, each with an equal number of boys and girls. Place the teams about fifty feet apart. About twenty feet in front of team A place a cap, a handkerchief or any other article that can be taken away easily.

The object of the game is for the first player of team A to run forward, take the object belonging to team B, and quickly return to his line before being caught (tagged) by the first player on team B. Both players run forward upon a signal given by the teacher. Credit the winning side with a point. Then have the next two run, and continue until all players have run. Then repeat placing object twenty feet from team B, team A doing the tagging. At the close of the game announce the winning teams.

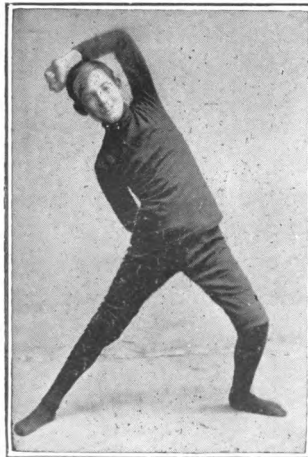


Figure 603

Sixth Grade—Lesson 2

Arrange the class as per method outlined on page 20.

PART I—FREE EXERCISES

- Unit 1. A. *Arms to thrust—bend.* Thrust alternately sideward and upward (1-2; 3-4).
 B. *Hands on hips—place.* Quickly bend and straighten knees (1-2).
- Unit 2. A. With raising arms side-upward, bend upper trunk backward—1; return—2.
 B1. Bend arms to thrust and stride left sideward—1; thrust upward and bend trunk right—2; reverse—3; return—4.
 The same exercise opposite.
 2. *Raise arms sideward and hands—clinch.* Lunge left sideward—1; bend trunk right and swing arms left overhead, right behind back—2 (Fig. 603); reverse—3; return—4.
 The same exercise opposite.
 3. *Arms fore-upward—raise.* Bend trunk fore-downward—1; return—2.
 4. *Left sideward—lunge.* Bend trunk right and arms to thrust—bend. Thrust upward—1; return—2.
 The same exercise opposite.
- Unit 3. Raise arms sideward and rise on toes—1; bend knees and raise arms upward—2; reverse—3; return—4.

PART II—STEPS

Allow the class to remain in open order.

In moving the files countermarch left. See Fig. 604.

- A. 1. Common step raising arms forward, upward and lowering forward and down. Two counts to each movement.
 2. Alternate eight common steps with eight knee-raising steps.
- B. (a) 1. Polka-hop (1-2; 3-4).
 2. Alternate four polka-hops (1-8) with eight marching steps (9-16).
 3. Alternate four polka-hops (1-8) with four glides left and four right (9-16).
 4. Raise arms sideward. Swing-hop forward with waving one arm forward. When executing the swing-hop left the right arm is waved forward; and vice versa.

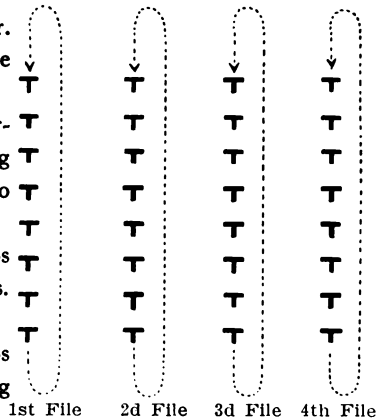


Figure 604

- (b) 1. Double balance-hop (1-3; 4-6).
 2. Alternate two balance-hops (1-3; 4-6) with six marching steps (7-12).

PART III—BREATHING

In common step inhale during four steps, exhale during four.
 Gradually increase the number of steps.

PART IV—RUNNING

- A. Endurance running should be practiced as often as fast running, "sprinting."
 See the class-aims for each type of running. In the endurance run let the leaders start off with an easy run, arms slightly bent, the shoulders moving (swinging) easily with the movements of the body. Carefully watch all flushing, paleness and breathlessness. As soon as any appears immediately have the pupil step out of the line until breathing again is normal. Running is the most valuable single exercise there is. It always must be the aim of every teacher to have the class "good" in running. It is the best means for increasing the strength of heart and lungs. To quiet the heart action have the class change to common step.
- B. "Pass-ball." Quickly arrange the class in two or more files standing in flank; i. e., one pupil behind the other. Play pass ball overhead. For description see "Games and Dances."

Sixth Grade—Lesson 3

Arrange the class as per method outlined on page 20.

PART I—FREE EXERCISES

- Unit 1. A1. *Hands—clinch.* Swing arms fore-upward and rise on toes—1; return—2.
 2. Swing arms side-upward—1; bend arms and place hands behind neck—2; reverse—3; return—4.
- B. *Hands on hips—place.* In place—run.
- Unit 2. A. Raise arms sideward, palms up, and bend upper trunk backward—1 (Fig. 605); return—2.
- B1. Lunge left forward and swing arms fore-upward—1; bend trunk backward—2 (Fig. 606); reverse—3; return—4.
 The same exercise right.
2. *Hands on hips—place.* Bend trunk fore-downward—1; return—2.
3. *Stride left backward and arms fore-upward—raise.* Bend trunk backward—1; bend arms to thrust—2; reverse—3; return—4.

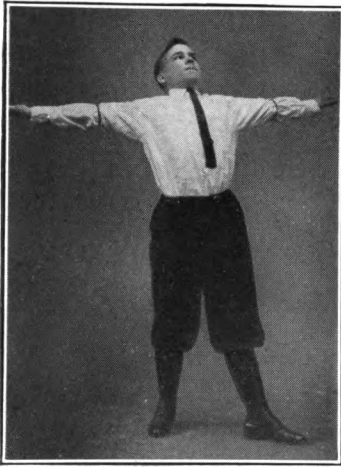


Figure 605

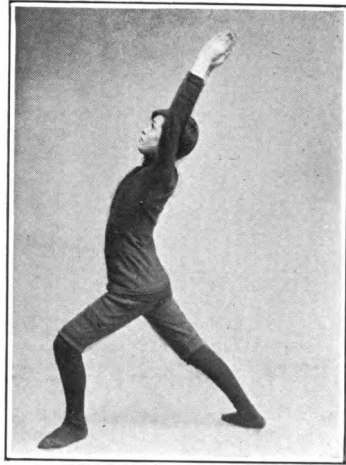


Figure 606

- Unit 3. *Hands on hips—place. Bend knees—1; straighten knees and raise left leg backward—2; reverse—3; return—4.*
The same exercise right.

PART II—STEPS

Arrange the class in a column of twos.

- A.
 - 1. March in quick time.
 - 2. Common time with a two-movement arm exercise; e. g., bend arms to thrust, thrust sideward four counts to each movement.
- B. (a)
 - 1. Glide-polka (two glides and a polka-hop), (1-4).
 - 2. Alternate two glide-polkas (1-8) with four swing-hops (9-16). Later with waving forward of one arm.
 - 3. Alternate two glide-polkas (1-8) with four balance-hops (9-16).
 - 4. Alternate four swing-hops (1-8) with four balance-hops (9-16). Later execute the swing-hops with waving forward of one arm.
- (b) Alternate two double balance-hops obliquely (1-6) with six glides (three left and three right) forward (7-12). Later execute the exercise obliquely outward and inward.
- (d) Balance-step left and right with foot placing forward (1-3; 4-6). Execute later with arm waving forward.

PART III—BREATHING

Marching in common step inhaling during four steps and exhaling during four. Later practice inhaling during five and exhaling during four steps.

PART IV—A GAME

- A. As soon as possible take up one of the simplified forms of baseball. Baseball is a game every boy and girl should play. Therefore, if it is possible form permanent teams so as to lose no time whenever there is a chance to play. For different forms of baseball see "Games and Dances."

- B. If at any time you have five minutes to play, play the game of "Poison," which gives much exercise in a very short time. Use caps, basket-balls, blocks of wood, etc., as the object to place within the circle, and see that the circles are not too large—five or six players are enough for a circle.

Sixth Grade—Lesson 4

Arrange the class as per method outlined on page 20.

PART I—FREE EXERCISES

- Unit 1. A. *Arms to thrust—bend.* Alternately thrust up and downward (1-2; 3-4).
 B. *Hands on hips—place.* With raising legs forward, in place—run.
- Unit 2. A. With raising arms side-upward, bend upper trunk backward—1; return—2.
 B1. *Hands—clinch.* Raise arms sideward—1; turn trunk right and bend arms to strike—2 (Fig. 607); reverse—3; return—4.
 The same exercise left.
 2. *Stride left forward and hands—clinch.* Swing arms fore-upward and turn trunk left—1; bend arms to strike and bend trunk left—2 (Fig. 608); reverse—3; return—4.
 The same exercise right.
 3. *Hands on hips—place.* Bend trunk fore-downward—1; return—2.
 4. *Left forward—stride.* Turn trunk left and arms to thrust—bend. Thrust left sideward and right forward—1; return—2.
 The same exercise opposite.
- Unit 3. *Hands on hips—place.* Raise left leg sideward—1; move it backward—2; reverse—3; return—4.
 The same exercise right.

PART II—STEPS

Arrange the class in a column of twos.

- A. 1. Alternate common step with quick step.
 2. Alternate marching on toes with raising knees.
- B. (c) 1. Three-step swing-hop (1-4; 5-8).
 2. Triple balance-hop (1-4).
 3. Triple balance-hop turn (1-4).
 4. Alternate two three-step swing-hops (1-8) with two triple balance-hops (9-16).
- (d) 1. Balance-step left and right sideward (1-6), then three quick steps forward (7-9) and point right forward (10-12). Repeat beginning right (13-24).

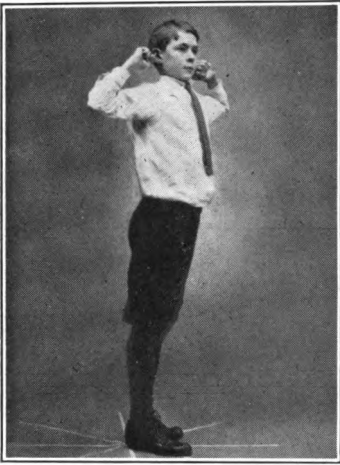


Figure 607

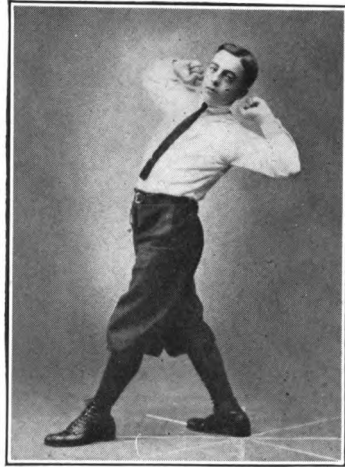


Figure 608

2. With a quarter turn right balance-step left and right sideward and then continue as 1. Repeat, beginning right with a preceding quarter turn left.
3. Step and curtsy left and right sideward (1-6; 7-12). (See Fig. 93, page 82.)
4. Raise arms sideward. As 3 with waving opposite arm forward. (See Fig. 94, page 82.)
5. As 4, with bending trunk in the same direction as the step is taken.

PART III—BREATHING

Inhale during four counts, exhale during three. Gradually increase the number of counts.

PART IV—FAST RUNNING

- A. Lay out your track beforehand. Measure it so that you can announce to the class how far they can run. If you can make the track measure some standard distance like fifty, seventy-five or one hundred yards it is better to do so.

Arrange the pupils by sexes and by ages. See that your class stands that it does not interfere with the run. The track may be either straight away or oval. If possible secure a stop watch and announce the time of the winner. Some place in the class room post the minimum requirements, also the best time made by each age.

- B. Let each pupil run twice, then finish with a game. Arrange the boys on one side, and play "free hopping."

For description see "Games and Dances."

Arrange the girls in a circle and let them toss a basket-ball up for height.

Later let the tosser name the one who is to catch the ball as it descends.

Sixth Grade—Lesson 5

PART I—FREE EXERCISES

- Unit 1. A. *Arms to thrust—bend.* Thrust obliquely fore-upward—1; return—2; thrust obliquely back-downward (arms turned outward)—3; return—4.
- B. *Hands on hips—place.* Jump to a side-stride position—1; return—2. Continue eight to ten times.

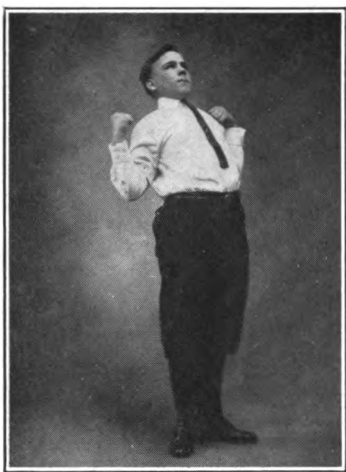


Figure 609

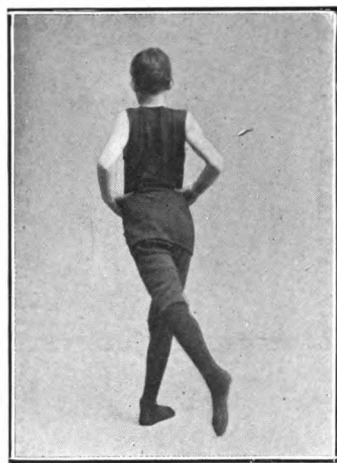


Figure 610

- Unit 2. A1. *Arms to thrust—bend.* Bend upper trunk backward—1 (Fig. 609); return—2.
2. *Arms to thrust—bend.* With thrusting arms upward, bend upper trunk backward—1; return—2.
- B1. *Stride obliquely left forward and hands—clinch.* Turn trunk left and raise arms fore-upward—1; bend trunk backward and lower arms sideward—2; reverse—3; return—4.
- The same right.
2. *Hands on hips—place.* Bend trunk fore-downward—1; return—2.
3. *Left forward—stride.* Turn trunk left, and hands on hips—place. Lower trunk forward—1; bend trunk backward—2. Repeat 4 to 6 times.
- Unit 3. 1. *Hands on hips—place.* Raise left leg crossed in rear—1 (Fig. 610); lunge obliquely left forward—2; reverse—3; return—4.
- The same exercise right.
2. *Arms upward—bend.* Raise heels and straighten arms upward—1; bend knees and lower arms forward—2; reverse—3; return—4.

PART II—STEPS

Arrange the class in a column of twos.

- A. 1. *Arms upward—bend.* Common step. Straighten arms forward, swing upward, forward and bend, two steps for each movement.
- 2. As 1, but begin by straightening sideward.
- B. (a) 1. Alternate four glides obliquely forward left and four right (1-8) with four swing-hops obliquely forward (9-16).
- 2. As 1, but obliquely outward and inward.
- 3. As 1, but alternate with four balance-hops (1-8; 9-16).
- 4. As 3, but obliquely outward and inward.
- 5. Later add the waving of one arm to the swing-hops.
- (d) 1. Step and curtsy.
- 2. Raise arms sideward. Step and curtsy with arm waving and trunk bending.

PART III—BREATHING

Inhale deeply, raising the arms side-upward, and return. Repeat six to eight times. See that the lungs are fully inflated, and that when exhaling as much as possible of the residual air is expelled from the lungs.

PART IV—A GAME

- A. "Corner-ball." After "Endball" has been well played, the game of "Corner-ball" offers more difficulty in throwing the ball from the guards to the basemen. Place good jumpers and catchers on the corner bases. Use your regular teams for the game. If you have too many players, lay out two fields.
- B. Later arrange the boys and girls separately in two circles and play "Jumping Circle" for a few minutes.

Sixth Grade—Lesson 6

- Unit 1. A. *Arms to thrust—bend.* Thrust alternately up and downward (1-2; 3-4).
 - B. Thrust upward with rising on toes—1; return—2; thrust downward with bending knees—3; return—4.
 - Unit 2. A. *Arms fore-upward—raise.* Bend upper trunk backward—1; return—2.
 - B1. *Stride left forward and hands in front of chest—raise.* Turn trunk left and fling arms sideward—1; return—2.
- The same exercise right.

2. *Arms upward—bend.* Straighten arms upward and stride left forward—1; place hands behind neck and bend trunk left—2 (Fig. 611); reverse—3; return—4.

The same exercise right.

3. *Hands on hips—place.* Bend trunk fore-downward—1; return—2.

4. *Left sideward—lunge.* Bend trunk right and hands on hips—place. Straighten left arm upward—1 (Fig. 612); return—2.

The same exercise opposite.



Figure 611



Figure 612

- Unit 3.
1. Raise arms forward and left leg sideward—1; place hands on hips, replace leg and bend knees—2; reverse—3; return—4.
 2. *Raise left leg sideward and arms forward—raise.* Move arms sideward and bend right knee—1; return—2.

The same exercise opposite.

PART II—STEPS

Arrange the class in a column of twos.

- A.
 1. *Arms to thrust—bend.* Common step. Thrust alternately forward, sideward, upward and downward, four counts to each movement.
Later two counts to each movement.
 2. Running in place with knee-raising.
- B. (a)
 1. Alternate four swing-hops obliquely forward (1-8) with eight glides sideward (in the line of march) facing inward and grasping neighbors' hands (9-16).

2. As 1, but four balance-hops.
3. Later add the waving of one arm to the swing-hops.
- (b) 1. Alternate two double balance-hops obliquely forward (1-6) with six glides sideward (in the line of march), facing inward, grasping neighbors' hands (7-12).
2. Alternate one double balance-hop obliquely forward left (1-3) with three glides obliquely forward right (4-6).
- The same opposite.
- (c) 1. Alternate triple balance-hop left and right (1-8) with four swing-hops (9-16).
2. As 1, but four balance-hops.
3. Later add the waving of one arm to the swing-hops.

PART III—BREATHING

With raising arms side-upward inhale deeply; exhale. Repeat six to eight times.

PART IV—JUMPING

- A. "Running High Jump."—When jumping as high as possible, a soft "landing" place is necessary. For the teaching of the jump the ordinary ground will do. Explain to the pupils the three parts of the jump; *i. e.*, the run, the take off and flight, and the landing. Also explain to them the difference between a jump straight over the line and one obliquely from the side. Explain to them the flight over the line, without and with a turn. And lastly, teach to them the use of the arms in jumping.

The manual training classes can easily manufacture three or four pairs of jumping-standards with holes in them about two inches apart. For the teaching of correct jumping keep the line or stick low. Insist upon a correct run, a correct flight, and a correct, safe landing. Later divide the class into the two sexes and according to age. Post the minimum requirements for each age. Also later the best performances for each age.

- B. If you have time, quickly arrange the class into two circles and play "Pass-ball" sideward.

PART X

TYPICAL COMPLETE LESSONS FOR GRADES VII AND VIII

Seventh Grade—Lesson 1

For viewpoints regarding the physical training work of all school grades read "Fundamental Consideration," pages 5 to 9.

See page 25 for the method of arranging the class for gymnastics in the yard or gymnasium.

PART I—FREE EXERCISES

Unit 1. A. *Arms upward—bend.* (Fig. 701.) Alternately straighten arms upward and sideward (1-2; 3-4).

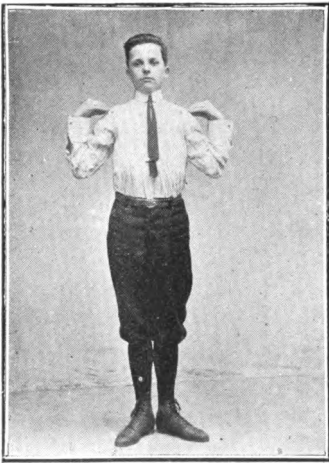


Figure 701

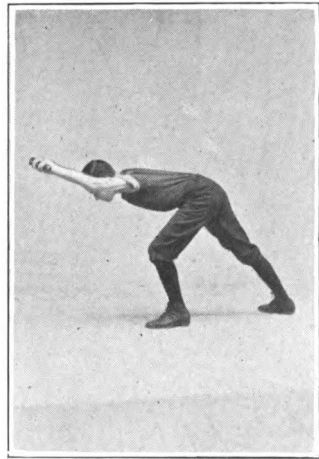


Figure 702

B. *Hands on hips—place.* Alternately and quickly raise left and right knee forward (1-2).

Unit 2. A. With raising arms fore-upward, bend upper trunk backward—1; return—2.

B1. *Hands on hips—place.* Bend trunk fore-downward—1; return—2.

2. *Stride left forward and arms to thrust—bend.* Bend left knee—1; thrust upward and lower trunk forward—2 (Fig. 702); reverse—3; return—4.

The same right.

3. *Arms to thrust—bend.* Thrust upward and lunge left forward—1; bend arms to thrust and lower trunk forward—2; reverse—3; return—4.

The same right.

- Unit 3. *Hands in rear—grasp. Raise left knee forward—1; straighten leg forward—2; reverse—3; return—4.*
The same right.

PART II—STEPS

Arrange the class in a column of twos.

- A. Alternate marching in common and quick step.
- B. Dancing Steps.
- (a) 1. Cut backward. Execution: Raise left leg forward—1; cut backward (displacing right leg)—2; raise the right leg forward—3; cut backward—4. Later the cut immediately follows the leg-swing. The movement then has only two counts.
 2. As 1, but cut-hop (1-2; 3-4).
 3. Alternate eight glides forward (four left and four right (1-8) with four cut-hops (9-16).
 4. As 3, but glide obliquely forward left and right.
 - (b) 1. Mazurka-hop obliquely forward left (1-3).
 2. The same right.
 3. Three mazurka-hops obliquely left forward (1-9) and a three-step (10-12), repeat right (13-24).

PART III—BREATHING

With raising arms sideward inhale deeply; exhale. Repeat six to eight times.

PART IV—A GAME

- A. “Prisoner’s Base.” When pupils get into the upper grammar grades team games of greater complexity appeal strongly to them. The school should try to teach team games that may be played anywhere, and that need no great preparation. “Prisoner’s Base” is a game of this type. After the pupils once understand the game it always is played gladly, as it is a team game of higher organization.
- In arranging your class for this game do not have too many players on a team. Ten players on each team should be the limit, six to eight are better. Have the sexes play separately. Make it your aim to organize permanent teams.
- B. If you have a few minutes left, have a hopping race over a short distance. If older pupils compete against younger ones handicap the older by making them hop a greater distance.

Seventh Grade—Lesson 2

See page 25 for method of arranging the class for gymnastics.

PART I—FREE EXERCISES

- Unit 1. A. *Arms to thrust—bend.* Thrust left sideward and right forward—1; return—2; right sideward and left forward—3; return—4.
- B. *Hands on hips—place.* Quickly bend and straighten knees (1-2).
- Unit 2. A. With raising arms side-upward, bend upper trunk backward—1; return—2.

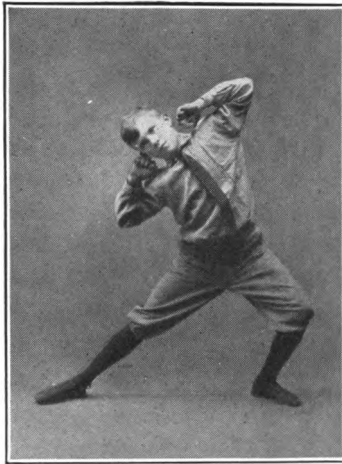


Figure 703

- B1. Bend arms to thrust and stride left sideward—1; thrust upward and bend trunk right—2; reverse—3; return—4.
The same opposite.
2. *Arms to thrust—bend.* Thrust sideward and lunge left sideward—1; bend the arms to strike and bend trunk right—2 (Fig. 703); reverse—3; return—4.
The same opposite.
3. *Hands on hips—place.* Bend trunk fore-downward—1; return—2.
4. *Arms to thrust—bend.* Thrust upward and stride left sideward—1; double arm circle right (i. e., swing both arms in a circle first right sideward, then down, then left sideward, then up) and bend trunk right—2; reverse—3; return—4.
The same opposite.
- Unit 3. *Hands on hips—place.* Raise left knee forward—1; straighten leg left sideward—2; reverse—3; return—4.
The same right.

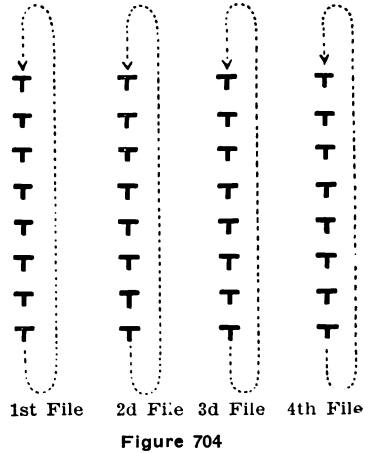
PART II—STEPS

Let the class stand in open order. In moving, the files countermarch left. (Fig. 704.)

- A. 1. Marching in common step raising arms forward, upward, and lowering forward and down, four counts to each movement.
2. Alternate eight common steps with eight knee-raising steps.

B. Dancing steps.

- (a) 1. Alternate polka-hop left and right (1-4) with four glides left forward (5-8); then polka-hop right and left (9-12) with four glides right forward (13-16).
2. As 1, but obliquely forward left and right.
3. Cut-hop left from front to rear (1-2) then right from rear to front (3-4).
The same beginning right.
4. As 3, repeated twice (1-8), alternated with four glides forward left and four right (9-16).
The same beginning right.
- (b) 1. Double balance-hop left and right (1-3; 4-6).
2. As 1 (1-6), alternated with three glides forward left and three right (7-12).
3. Mazurka-hop with double balance-hop obliquely forward left (1-6) and right (7-12).



PART III—BREATHING

With raising arms side-upward inhale deeply; exhale. Repeat six to eight times.

PART IV—RUNNING

In the upper grammar grades fast running, "sprinting," is to be practiced up to one hundred and fifty yards. Begin with fifty yards and gradually increase the length of the track until the pupils run the full one hundred and fifty yards. A track of this length in most schoolyards will be oval in shape. In gradually leading your pupils up to this distance announce to them the minimum requirements for the different ages and the two sexes as outlined on page 72.

One of the best means for increasing strength for the dashes is endurance running. Practice this often, and continually urge your pupils, especially the girls, to practice this whenever an occasion offers itself.

Seventh Grade—Lesson 3

See page 25 for method of arranging the class for gymnastics.

PART I—FREE EXERCISES

- Unit 1. A. *Arms to thrust—bend.* Thrust left upward and right downward—1; return—2; right upward and left downward—3; return—4.
- B. *Hands on hips—place.* In place—run.
- Unit 2. A1. *Arms to thrust—bend.* Bend upper trunk backward—1 (Fig. 705); return—2.
2. *Arms fore-upward—raise.* Bend upper trunk backward and bend arms to thrust—1; return—2.

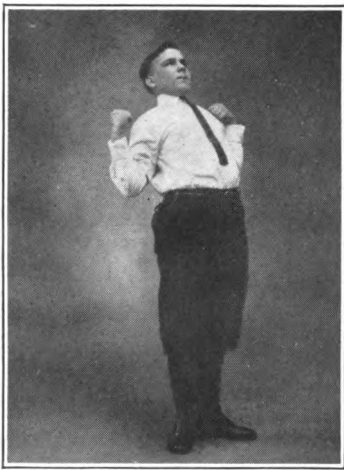


Figure 705

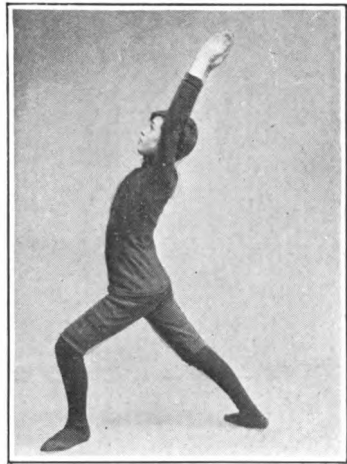


Figure 706

- B1. *Arms to thrust—bend.* Lunge left forward and thrust arms upward—1; bend trunk backward—2 (Fig. 706); reverse—3; return—4.
- The same right.
2. *Hands on hips—place.* Bend trunk fore-downward—1; return—2.
3. *Left backward—lunge.* Bend trunk backward and arms to thrust—bend. (Fig. 707.) Thrust alternately upward and sideward (1-2; 3-4).
- Unit 3. 1. *Hands on hips—place.* Straighten arms forward and raise heels—1; move arms sideward and bend knees—2; reverse—3; return—4.
2. *Arms upward—bend.* Raise left knee forward—1; straighten left leg backward—2; reverse—3; return—4.
- The same right.

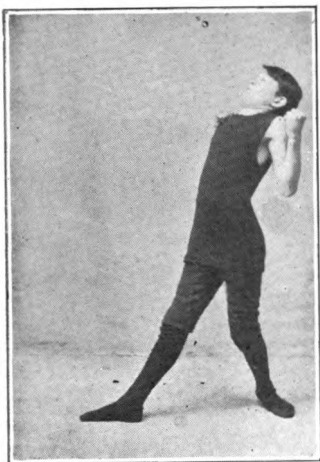


Figure 707

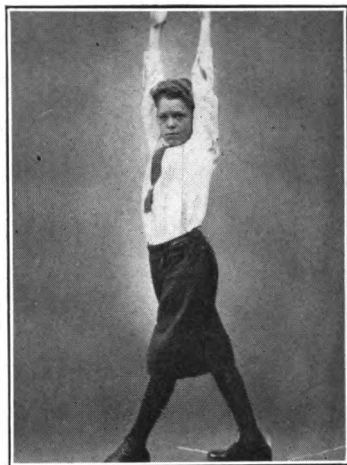


Figure 708

PART II—STEPS

Arrange the class in a column of twos.

- A.
 1. March in quick time.
 2. Common time with a two movement arm exercise; e. g., thrust forward (or sideward), four counts to each movement.
- B. (a)
 1. Alternate two polka-hops (1-4) with two cut-hops backward left and right (5-8).
 2. Alternate two polka-hops (1-4) with two swing-hops (5-8).
 3. Alternate two cut-hops backward (1-4) with two swing-hops (5-8).
 4. Later add waving with one arm to the swing-hops.
- (b)
 1. Double balance-hop left and a three-step right (1-3; 4-6).
The same beginning right.
 2. Mazurka-hop left sideward and a three-step (1-3; 4-6), then the same right sideward (7-9; 10-12).
 3. As 2, outward and inward.

PART III—BREATHING

Marching in common step inhaling during four steps and exhaling during four steps. Later accompany this with raising arms sideward.

PART IV—JUMPING

- A. This may be either a standing or a running jump. Both should be practiced and care should be taken to bring the class up to the requirements in each kind of jumping outlined on page 49.
Work for correct execution, for "form," paying especial attention to the landing. See also page 65, "Track and Field" methods.
- B. After having each pupil execute about six to eight running or standing broad jumps quickly arrange the class in one or two circles and play "Dodge-ball" in a circle.

Seventh Grade—Lesson 4

See page 25 for method of arranging the class for gymnastics.

PART I—FREE EXERCISES

- Unit 1. A. *Arms fore-upward—raise.* Double arm circles outward—swing (1-2). Execution: swing arms sideward down, then, crossing them in front of chest, up again. Continue eight to ten times.
- B. *Hands on hips—place.* With raising knees, in place—run.
- Unit 2. A. With raising arms sideward and placing hands behind neck, bend upper trunk backward—1; return—2.

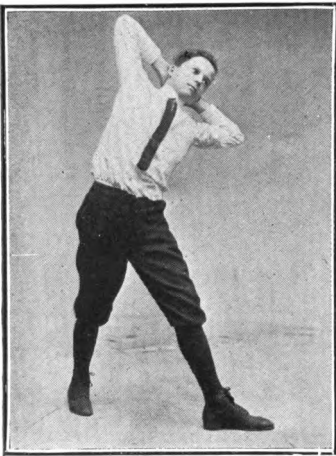


Figure 709

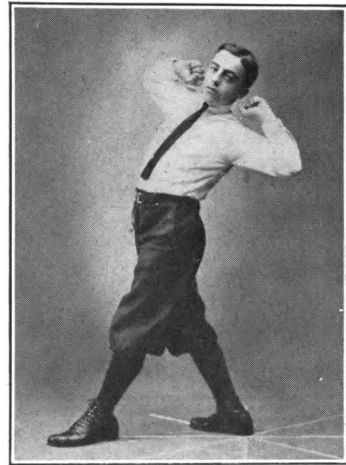


Figure 710

- B1. *Left forward—stride.* Turn trunk left and bend arms upward—1; straighten arms upward—2 (Fig. 708); reverse—3; return—4.
- The same right.
2. *Stride left forward and raise arms fore-upward—1; bend trunk left and place hands behind neck—2 (Fig. 709); reverse—3; return—4.*
- The same opposite.
3. *Hands on hips—place.* Bend trunk fore-downward—1; return—2.
4. *Left forward—stride.* Turn trunk left, bend trunk left and bend arms to strike—1 (Fig. 710); straighten arms upward—2; reverse—3; return—4.
- The same opposite.

- Unit 3. 1. *Hands on hips—place.* Raise left leg sideward—1; move it backward—2; reverse—3; return—4.
The same right.
2. With raising arms fore-upward, rise on toes—1; bend knees—2; reverse—3; return—4.

PART II—STEPS

Arrange the class in a column of twos.

- A. 1. Alternate eight common steps with eight steps raising the straight leg forward.
2. Alternate sixteen steps marching on toes with sixteen running steps.
- B. (c) 1. Schottische-step forward (1-4).
2. Alternate two schottische-steps (1-8) with four swing-hops (9-16).
3. Three-step turn left and right sideward (1-8; 9-16), two counts to each movement.
4. Alternate two schottische-steps forward (1-8) with a three-step turn left (9-16). Repeat all beginning right.
- (d) 1. Alternate two balance-steps forward (1-6) with two swing-hops forward (7-12).
2. Raise arms sideward. Cross-balance-steps forward with arm waving (1-3; 4-6). (See Fig. 87, page 80.)

PART III—BREATHING

Marching, raising arms side-upward, inhaling during six steps and exhaling during six steps.

PART IV—A GAME

- A. "Day or Night." This is a tag game that gives to all participants much exercise. Quickly divide the class into two divisions, naming one "Day" and the other "Night." A small flat board, one side painted white, the other black, may be used to toss up. A coin, or a cap, etc., may also be used in place of the board.
- B. To close the lesson have a medley race "to and fro," running forward to tag the goal and hopping back to the starting line.

Seventh Grade—Lesson 5

PART I—FREE EXERCISES

- Unit 1. A. *Arms fore-upward—raise.* Double arm-circles inward—swing. Execution: Swing the arms inward, crossing them in front of the head, then downward, sideward and upward. Continue eight to ten times.
- B. *Hands on hips—place.* Jump to a side-stride position—1; return—2. Continue eight to twelve times.

- Unit 2. A. *Arms upward—bend.* With straightening arms sideward, palms up, bend upper trunk backward—1; return—2.
- B1. *Stride obliquely left forward and hands on hips—place.* Turn trunk left and straighten arms upward—1; bend trunk backward and lower arms sideward—2; reverse—3; return—4.
- The same right.
2. *Hands on hips—place.* Bend trunk fore-downward—1; return—2.
3. *Obliquely left forward—stride.* Turn trunk left and arms to thrust—bend. Thrust left sideward and right upward—1; return—2.
- The same opposite.
- Unit 3. 1. *Hands on hips—place.* Raise left leg forward—1; move it sideward and backward—2; reverse—3; return—4.
- The same right.
2. Bend knees and raise arms forward—1; raise arms upward—2; reverse—3; return—4.

PART II—STEPS

Arrange the class in a column of twos.

- A. 1. *Arms upward—bend.* Common step. Straighten arms forward, swing upward, forward and bend, two steps for each movement.
2. As 1, but begin by straightening sideward.
- B. (c) 1. Schottische-steps obliquely forward left and right (1-4; 5-8).
2. Schottische-step obliquely left forward and two swing-hops (1-8), repeat obliquely right forward (9-16).
3. Alternate one schottische-step left forward (1-4) with one triple balance-hop right (5-8).
4. As 3, beginning right.
- (d) 1. Two balance-steps and two swing-hops forward on the lines of a square left (1-6; 7-12, four times). Perform the balance-steps with opposite foot placed forward.
2. As 1, beginning right, on the lines of a square right.
3. Step and curtsy. (See Fig. 93, page 82.)
4. Raise arms sideward. Step and curtsy with arm-waving and side bending of the trunk. (See Fig. 95, page 82.)

PART III—BREATHING

Inhale deeply raising arms side-upward, and return. Repeat six to eight times. See that the lungs are fully inflated, and that when exhaling as much as possible of the residual air is expelled from the lungs.

PART IV—A GAME

"Captain Ball." The playing of Endball and Corner Ball in the lower grammar grades has gradually prepared the pupils for the more complicated and intricate game of Captain Ball. If thoroughly learned this game is one of the finest of school games. It takes years to become an expert player. Study the playing capacity of your pupils and place them where they will do best work. Some pupils are good guards but poor basemen, and *vice versa*. In Captain Ball as in baseball it is advisable to have a permanent first team, a second team, etc. Make a position on the first team an honor conditioned upon good earnest endeavor in all educational lines, not only in play. Use your athletic life to cultivate right ideals in your pupils.

Seventh Grade—Lesson 6

PART 1—FREE EXERCISES

- Unit 1. A1. *Arms to thrust—bend.* Thrust alternately upward and downward (1-2; 3-4).
2. *Arms fore-upward—raise.* Double arm circles left—swing. Execution: Swing both arms down in a half circle toward the left and then up again at the right.
The same opposite; *i. e.*, double arm circles right.
- B. *Hands on hips—place.* Jump to a cross-stride position, left forward—1; reverse to right forward—2; continue eight to twelve times.
- Unit 2. A1. *Arms fore-upward—raise.* Bend upper trunk backward—1; return—2.
2. *Arms upward—bend.* With straightening arms sideward, palms up, bend upper trunk backward—1; return—2.
- B1. *Stride left forward and hands on hips—place.* Turn trunk left—1; bend trunk left and straighten right arm upward—2; reverse—3; return—4.
The same opposite.
2. *Stride left forward and arms upward—bend.* Turn trunk left and straighten arms upward—1; bend trunk backward and lower arms sideward, palms up—2; reverse—3; return—4.
The same opposite.
3. *Hands on hips—place.* Lunge left forward—1; bend trunk fore-downward—2; reverse—3; return—4.
- Unit 3. Bend knees and place hands on hips—1; straighten knees and raise left leg backward—2; reverse—3; return—4.
The same right.

PART II—STEPS

Arrange the class in a column of twos.

- A.
 - 1. Alternate marching in common and in quick time.
 - 2. Alternate running, with running with knee-raising.
- B. (a)
 - 1. Alternate two polka-hops (1-4) with two cut-hops backward (5-8).
 - 2. Alternate two cut-hops (1-4) with two swing-hops (5-8).
 - 3. Alternate two cut-hops (1-4) with two balance-hops (5-8).
 - 4. Later add arm waving to the swing-hops.
- (c)
 - 1. Triple balance-hop-turn left (1-4). The same right.
 - 2. Alternate one schottische-step left forward (1-4) with one triple balance-hop-turn right (5-8).
 - 3. As 2, beginning right.
- (d)
 - 1. Balance-step left and right sideward (1-6) then step and curtsy left (7-12); repeat opposite. In the balance-steps place the opposite foot forward.
 - 2. Arms raised sideward. As 1, with arm waving during the curtsy.

PART III—BREATHING

Common step with inhaling deeply during six steps and exhaling during four. Later add arm raising sideward.

PART IV—JUMPING

- A. "Hop, Step and Jump." Arrange your class in sections based upon age and sex. Have them practice the jump first for correct form. Girls should not take more than ten running steps. After a few preliminary jumps for form, allow all to make two trials for distance.
- B. Quickly arrange the class into a larger circle and play "Three-deep."

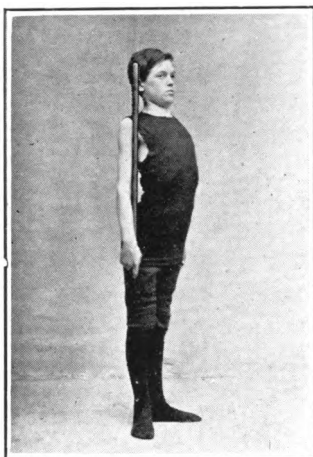


Figure 711

Seventh Grade—Exercises with Wands.

A series of free exercises with wands. These exercises take the place of Part I in the regular gymnastic lesson. Unless otherwise stated the wand is carried at the right side (Fig. 711). The wands either may be given to the pupils in the class room, or they may be taken from a suitable receptacle standing at a convenient place in the corridor, or they may be given to the members of the class by the leaders when the class has opened ranks for the free exercises. Teachers soon will find out which procedure is best for their conditions. Before taking up Part II, Steps, the wands should be collected by the first (or last) pupil of each file and placed in the receptacle.



Figure 712



Figure 713

Seventh Grade—Lesson 1.

PART I—WAND EXERCISES

See page 25 for method of arranging the class.

The wand is held horizontally low in front (Fig. 712).

- Unit 1. A1. *Arms to thrust—bend.* (Fig. 713.) Alternately thrust upward and forward (1-2; 3-4).
2. Swing arms fore-upward—1; bend arms, wand behind shoulders—2; reverse—3; return—4.
- B. (*Wands low in front*). Alternately and quickly raise the left and right knee forward (1-2).
- Unit 2. A. With raising arms fore-upward, bend upper trunk backward—1; return—2.
- B1. *Arms to thrust—bend.* Bend trunk fore-downward—1; return—2.
2. *Arms to thrust—bend.* Lunge left forward—1; thrust upward, and lower trunk forward—2; reverse—3; return—4.
- The same right.
3. *Arms to thrust—bend.* Thrust upward and lunge left forward—1; bend arms, wand behind shoulders and lower trunk forward—2; reverse—3; return—4.
- The same right.
- Unit 3. *Wand behind shoulders—place.* Raise left knee forward—1; straighten leg forward—2; reverse—3; return—4.
- The same right.
- N. B.—For balance of lesson see page 142.

Seventh Grade—Lesson 2.

PART I—WAND EXERCISES

See page 25 for method of arranging the class.

- Unit 1. A1. *Arms to thrust—bend.* Alternately thrust left and right sideward (1-2; 3-4).
2. Raise arms left sideward—1; upward—2; lower right sideward—3; lower—4.
- The same right.
- B. *Arms to thrust—bend.* Quickly bend and straighten knees (1-2).
- Unit 2. A. With bending arms to thrust, bend upper trunk backward—1; return—2.
- B1. Bend arms to thrust and stride left sideward—1; thrust upward and bend trunk right—2; reverse—3; return—4.
- The same opposite.

2. *Arms to thrust—bend.* Lunge left sideward and thrust left sideward—1; bend trunk left—2 (Fig. 714); reverse—3; return—4.

The same right.

3. *Arms fore-upward—raise.* Bend trunk fore-downward and swing arms fore-downward—1; return—2.

4. Stride left sideward and raise arms left sideward—1; bend trunk right and raise arms upward—2; reverse—3; return—4.

The same opposite.

5. Lunge left sideward and raise arms left sideward—1; bend trunk left and raise arms upward—2; reverse—3; return—4.

The same opposite (Fig. 715).

- Unit 3. Raise arms fore-upward and raise left knee forward—1; straighten left leg backward—2; reverse—3; return—4.

N. B.—For balance of lesson see page 144.

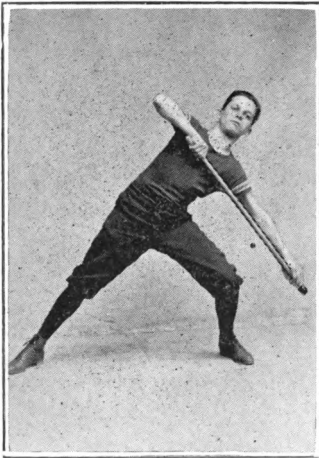


Figure 714

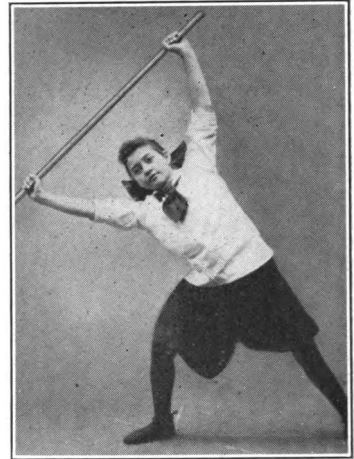


Figure 715

Seventh Grade—Lesson 3.

PART I—WAND EXERCISES

See page 25 for method of arranging the class.

- Unit 1. A1. Raise arms left upward (the left arm is upward and the right hand is in front of the left shoulder, the wand is vertical at the left side)—1 (Fig. 716); return—2; right upward—3; return—4.
2. Raise arms left upward—1; both upward—2; right upward—3; lower—4.
 3. Raise arms left forward—1 (Fig. 717); return—2; right forward—3; return—4.
- B. *Wand behind shoulders—place.* In place—run.

- Unit 2. A1. Raise arms fore-upward and bend upper trunk backward—1; return—2.
2. Raise arms fore-upward and bend upper trunk backward—1; bend arms to thrust—2; thrust upward—3; return to starting position—4.
- B1. *Arms to thrust—bend.* Lunge left forward and thrust upward—1; bend trunk backward—2; reverse—3; return—4. The same right.
2. Bend arms to thrust—1; bend trunk fore-downward and thrust downward—2; reverse—3; return—4.
3. *Left forward—lunge. Bend trunk backward and arms to thrust—bend.* Thrust upward—1; return—2. The same right.

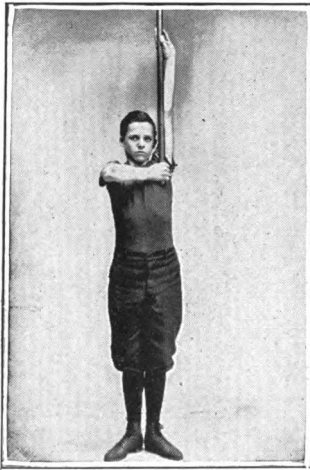


Figure 716

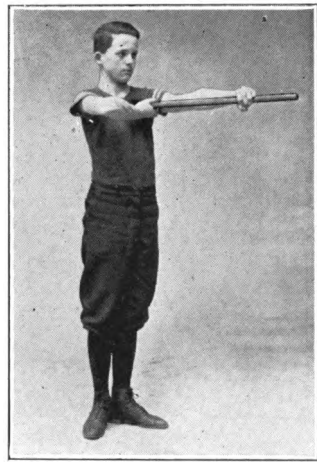


Figure 717

- Unit 3. 1. Raise left leg backward and arms forward—1; lunge left forward and raise arms upward—2; reverse—3; return—4. The same right.
2. *Wand behind shoulders—place.* Raise left knee forward—1; straighten left leg backward—2; reverse—3; return—4. The same right.
- N. B.—For balance of lesson see page 146.

Seventh Grade—Lesson 4

PART I—WAND EXERCISES

See page 25 for method of arranging the class for gymnastics.

- Unit 1. A1. *Arms to thrust—bend.* Thrust left upward and right sideward—1 (Fig. 718); return—2; right upward and left sideward—3; return—4.

2. Raise the arms fore-upward—1; lower down backward—2 (Fig. 719); reverse—3; return—4.

B. *Wand behind shoulders—place.* With raising knees, in place—run.

Unit 2. A1. With bending arms to thrust, bend upper trunk backward—1; return—2.

2. Raise arms fore-upward—1; bend upper trunk backward and bend arms to thrust—2; reverse—3; return—4.

B1. *Left forward—stride.* Turn trunk left and bend arms to thrust—1; thrust upward—2; reverse—3; return—4.

The same right.



Figure 718

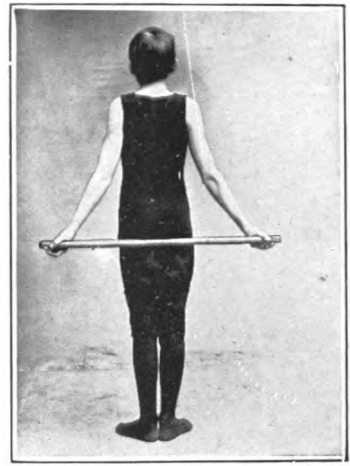


Figure 719

2. Stride left forward and raise arms fore-upward—1; turn trunk left and place wand behind shoulder—2; reverse—3; return—4.

The same right.

3. Bend trunk fore-downward and bend arms to thrust—1; bend trunk backward and thrust upward—2; reverse—3; return—4.

4. *Lunge left forward and arms to thrust—bend.* Turn trunk left and thrust left sideward and right upward—1; bend trunk left—2; reverse—3; return—4.

The same opposite.

Unit 3. 1. Raise left leg sideward and bend arms to thrust—1; move left leg backward—2; reverse—3; return—4.

2. With raising arms fore-upward, rise on toes—1; bend knees—2; reverse—3; return—4.

N. B.—For balance of lesson see page 148.

Seventh Grade—Lesson 5

PART I—WAND EXERCISES

See page 25 for method of arranging the class for gymnastics.

- Unit 1. A1. Raise arms obliquely left fore-side-upward—1 (Fig. 720); reverse directions obliquely right side-back-downward—2; reverse—3; return—4.

The same opposite.

2. Raise arms fore-upward—1; lower wand obliquely behind back, left hand over shoulder, right down—2 (Fig. 721); reverse—3; return—4.

The same opposite.



Figure 720



Figure 721

- B. *Wand behind shoulders—place.* Jump to a side-stride position—1; return—2. Continue eight to twelve times.

- Unit 2. A1. With bending arms to thrust, bend upper trunk backward—1; return—2.

2. *Arms fore-upward—raise.* Bend upper trunk backward and bend arms to thrust—1; return—2.

- B1. Raise arms obliquely left fore-side-upward—1; lunge obliquely left forward and reverse the arm directions—2 (Fig. 722); reverse—3; return—4.

2. *Lunge obliquely left forward and arms fore-upward—raise.* Turn trunk left—1; bend trunk backward and bend arms to thrust—2; reverse—3; return—4.

The same right.

3. Jump to side-stride and swing arms fore-upward—1; bend trunk fore-downward and swing arms downward—2; reverse—3; return—4.
4. *Obliquely left forward—stride. Turn trunk left and arms to thrust—bend. Thrust left sideward and right upward—1; return—2.*

The same opposite.

- Unit 3. 1. *Arms to thrust—bend. Raise left leg forward—1; move it side-ward and backward—2; reverse—3; return—4.*

The same right.

2. Bend knees and raise arms forward—1; raise arms upward—2; reverse—3; return—4.

N. B.—For balance of lesson see pages 149 and 150.



Figure 722

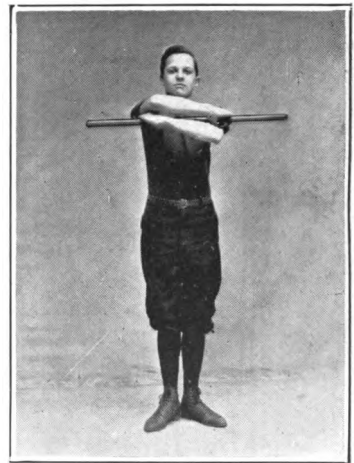


Figure 723

Seventh Grade—Lesson 6

PART I—WAND EXERCISES

See page 25 for method of arranging the class for gymnastics.

- Unit 1. A1. Raise arms forward—1; cross arms right over left—2 (Fig. 723); reverse—3; return—4.
- The same opposite.
2. Raise the arms fore-upward—1; place wand left downward on left hip—2 (Fig. 724); reverse—3; return—4.
- The same opposite.
- B1. *Wand behind shoulders—place. Jump to a cross-stride position, left forward—1; reverse to right forward—2; continue eight to twelve times.*

- Unit 2. A1. Raise arms forward—1; raise arms upward and bend upper trunk backward—2; reverse—3; return—4.
2. With bending arms to thrust, bend upper trunk backward—1; return—2.
- B1. *Stride left forward and arms to thrust—bend.* Turn trunk left and thrust forward, right hand up, left down—1 (Fig. 725); bend trunk left—2; reverse—3; return—4.
- The same right.
2. *Stride left forward and arms to thrust—bend.* Turn trunk left and thrust upward—1; bend trunk backward—2; reverse—3; return—4.
- The same right.

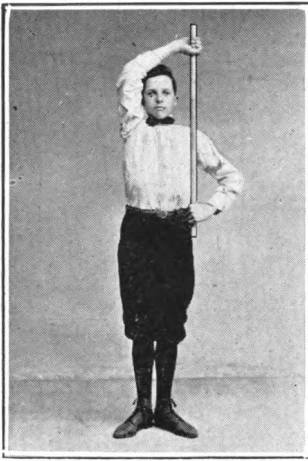


Figure 724

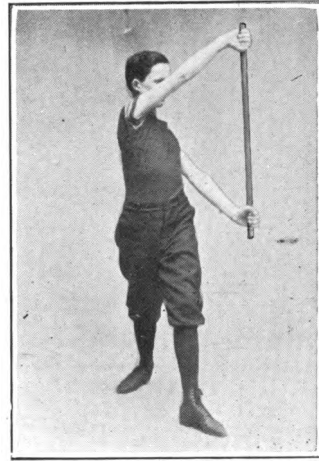


Figure 725

3. *Jump to a side-stride and arms fore-upward—raise.* Bend the trunk fore-downward and swing the arms down—1; reverse—2; continue eight to ten times.
4. Lunge left sideward and bend arms to thrust—1; turn trunk left and thrust upward, right hand up and left sideward—2; reverse—3; return—4.

The same opposite.

- Unit 3. Bend knees and bend arms to thrust—1; straighten knees, raise left leg backward and thrust upward—2; reverse—3; return—4.

The same right.

N. B.—For balance of lesson see page 151.

Eighth Grade—Lesson 1

For viewpoints regarding the physical training work of all school grades read "Fundamental Considerations," pages 5 to 9.

The "Free Exercises" in Part I can be performed with dumbbells as well as without. Dumbbells on account of the increased weight make the exercises more difficult to perform.

See page 25 for the method of arranging the class for gymnastics in the yard or gymnasium.

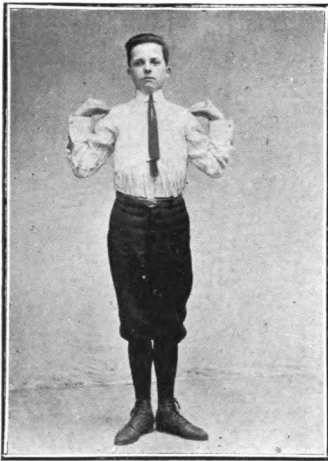


Figure 801



Figure 802

PART I—FREE EXERCISES

- Unit 1. A. *Arms upward—bend.* (Fig. 801.) Alternately straighten arms upward and sideward (1-2; 3-4).
 B. *Hands on hips—place.* Alternately and quickly raise left and right knee forward (1-2).
- Unit 2. A. *Hands on hips—place.* Bend upper trunk backward—1; return—2.
 B1. *Hands on hips—place.* Bend trunk fore-downward—1; return—2.
 2. *Arms to thrust—bend.* Lunge left forward and thrust upward—1; lower trunk forward—2; reverse—3; return—4.
 The same right.
 3. *Lunge right forward and arms to thrust—bend.* (Fig. 802.)
 Thrust upward—1; bend arms to thrust and lower trunk forward—2; reverse—3; return—4.
 The same left.

- Unit 3.
1. *Hands in rear—grasp.* Raise left leg forward and bend trunk backward—1 (Fig. 803); return—2.
 2. *Hands on hips—place.* Raise heels—1; bend knees—2; reverse—3; return—4.

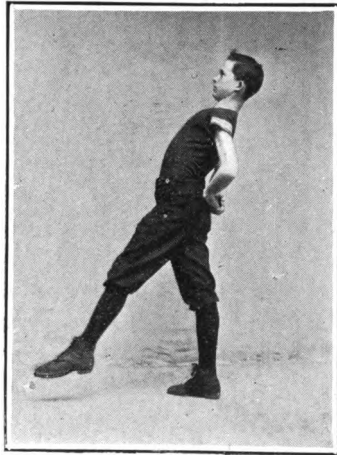


Figure 803

PART II—STEPS

Arrange the class in a column of twos.

- A. Alternate marching in common and in quick step.
- B. (a)
 1. Cut sideward. Execution: Raise left leg sideward, cut sideward, displacing right leg—1; cut right—2.
 2. Same as 1, but cut-hop sideward (1-2; 3-4).
 3. Alternate two cut-hops sideward (1-4) with four cuts sideward (5-8).
 4. Alternate No. 3 (1-8) with four glides obliquely forward left and four right (9-16).
 5. Alternate No. 3 (1-8) with four swing-hops forward (9-16).
 6. As 5, with arms raised sideward and arm waving forward on swing-hops.
- (b)
 1. Mazurka-hop obliquely left forward, with right arm curved upward, left hand at waist (1-3).
 2. The same opposite.
 3. Three mazurka-hops obliquely left forward and a three-step (1-12); repeat right. During the mazurka-hops raise the curved arm of the opposite side.

PART III—BREATHING

With raising arms sideward, inhale deeply; exhale. Repeat six to eight times.

PART IV—A GAME

“Volley Ball.” Judging a moving object and the capacity to return a ball accurately are qualities of the more highly organized games that have been improving by means of many games played in the lower grades. Volley ball presupposes these qualities in a high measure. The game, therefore, appeals to older players, and as it is one of those games that can be played well even in the ordinary sized schoolyard, it should be played much in the upper grades. If the players are not expert enough allow them to return the ball after one bounce, as well as on a fly. Do not have too many players on a team, rather have more teams. If a net is not at hand stretch a line to mark the center, and if no volley ball is to be had use a light basket-ball.

At this age a regular volley ball tournament running for several weeks will help to create a desire to become proficient even in sluggish natures. In order to create an interest in all players have first, second, and even third teams, and let the winnings of all count in the general score.

A division of all the boys into two camps, designated by the school colors into reds and blues (or whatever colors the school has) forms a natural basis, not only for a volley ball tournament embracing all pupils, but for all the competition work of a grade, or a whole school. Color contests within the school will do more for the development of the athletic life of a school than the most elaborate contests with other schools.

Eighth Grade—Lesson 2

See page 25 for method of arranging the class for gymnastics.

PART I—FREE EXERCISES

- Unit 1. A1. Thrust forward—1; swing sideward—2; reverse—3; return—4.
2. *Arms to thrust—bend.* Thrust sideward—1; bend arms to strike—2 (Fig. 804); reverse—3; return—4.
- B. *Hands on hips—place.* Quickly bend and straighten knees (1-2).
- Unit 2. A. With raising arms side-upward, hands clinched, bend upper trunk backward—1; return—2.
- B1. Lunge left sideward and bend arms to thrust—1; straighten arms upward and bend trunk right—2 (Fig. 805 shows one arm up); reverse—3; return—4.
- The same opposite.
2. *Arms to thrust—bend.* Lunge left sideward and thrust sideward—1; bend trunk right and bend arms to strike—2; reverse—3; return—4.
- The same opposite.

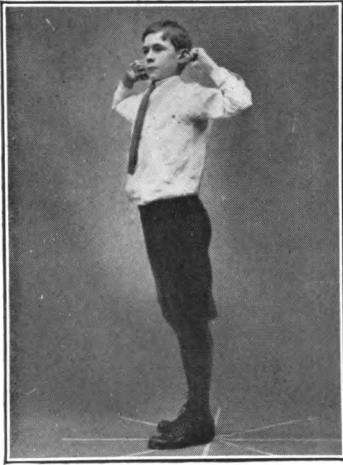


Figure 804

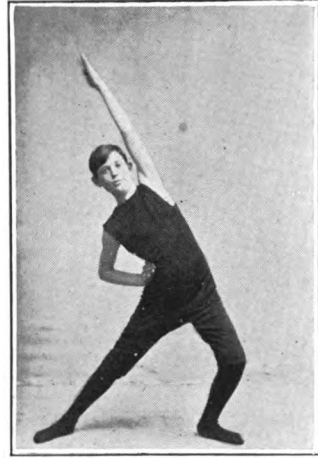


Figure 805

3. *Hands on hips—place.* Bend trunk fore-downward—1; return—2.

4 *Left sideward—stride.* Bend trunk left and hands on hips—place. Straighten the right arm upward—1; return—2.

The same exercise opposite.

Unit 3. *Hands on hips—place.* Raise left knee forward—1; straighten arms upward and left leg sideward—2; reverse—3; return—4.

The same right.

PART II—STEPS

Allow the class to stand in open order. In moving, the files countermarch left (Fig. 806).

A. 1. Marching in common step raising arms forward, up, and lowering forward, down. Two counts to each movement.

2. Alternate eight common steps with eight knee-raising steps.

B. (a) 1. Glide-polka left and right forward (1-4; 5-8).

2. As 1, obliquely forward left and right.

3. Cut-hop left backward and right forward (1-4).

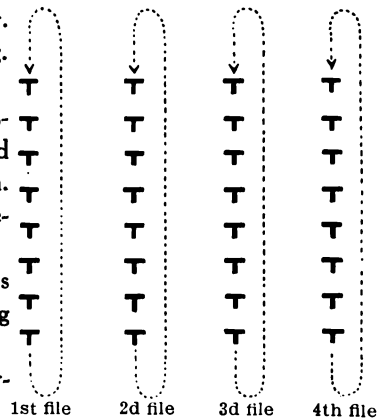


Figure 806

4. As 3 (1-4), then glide-polka left forward (5-8); repeat right (9-16).
5. As 4, but obliquely forward.
- (b) 1. Double balance-hop left and right (1-3; 4-6).
2. Double balance-hop left (1-3) and three glides left (4-6); repeat right (7-12).
3. Mazurka-hop and double balance-hop obliquely forward left (1-6); repeat right (7-12).

PART III—BREATHING

With raising arms side-upward inhale deeply; exhale. Repeat six to eight times.

PART IV—RUNNING

Look over your yard and see how you can best lay out a track that will permit fast running. If possible have this track plainly marked. This is not only a means of saving much time during a class lesson, but it also is an incentive for the boys and girls to practice at other times. Let the pupils know the length of the track, also give them the minimum requirements for each age and for both sexes (see page 72).

Use this same track for endurance running. Tell the pupils the number of minutes they ought to be able to run leisurely, without discomfort. Impress upon them the fact that running is the best exercise for developing heart and lungs, because it can be indulged in anywhere without expense. Tell them also that running indoors never can be compared with running outdoors in its effect upon health.

Particularly encourage the girls to practice speed running as well as endurance running, during which no effort at speed should be made.

Eighth Grade—Lesson 3

See page 25 for method of arranging the class for gymnastics.

PART I—FREE EXERCISES

- Unit 1. A. *Arms to thrust—bend.* Thrust alternately upward and downward (1-2; 3-4).
- B. *Hands on hips—place.* In place with raising knees—run.
- Unit 2. A1. *Arms fore-upward—raise.* Bend upper trunk backward and bend arms to thrust—1; return—2.
2. As 1, but lower arms sideward—1; return—2.
- B1. *Arms to thrust—bend.* Lunge left forward and straighten arms upward—1; bend trunk backward and lower arms sideward—2; reverse—3; return—4.
- The same right.
2. *Hands on hips—place.* Bend trunk fore-downward—1; return—2.

3. *Left backward—stride. Bend trunk backward and arms forward—raise. Lower the arms sideward—1; return—2. The same right.*

- Unit 3.
1. Raise left leg backward and arms forward—1; move arms sideward—2; reverse—3; return—4.
The same right.
 2. Later lower the trunk forward when moving arms sideward.

PART II—STEPS

Arrange the class in a column of twos.

- A.
 1. March in quick time.
 2. Common time with two-movement arm exercises; e. g., raise arms sideward (or forward, etc.), four counts to each movement.
- B. (a)
 1. Glide-polka left and right sideward (1-4; 5-8).
 2. As 1 (1-8), but alternate with four swing-hops forward (9-16).
 3. As 2, but obliquely outward and inward.
 4. As 2, with arm waving during the swing-hops.
- (b)
 1. Double balance-hop left (1-3) and a three-step right (4-6), then repeat, beginning right (7-12).
 2. As 1, beginning right.
 3. As 1, outward and inward.
 4. Three mazurka-hops left sideward (1-9) and a double balance-hop turn left (10-12), repeat right sideward.

PART III—BREATHING

Marching in common step inhaling during four steps and exhaling during four steps. Later accompany this with arm raising.

PART IV—JUMPING

“Triple Standing Broad Jump.” Quickly arrange the class in several divisions based upon age and sex. For the minimum requirements of each age see page 72. After having each pupil execute six to eight jumps get several basketballs, and have the class throw the ball for distance. The correct position for this throw is a side-stride. Then grasp the ball in both hands, bend the trunk forward and backward several times, and at the proper moment throw the ball from above the head.

Basketball far-throw also may be practiced by throwing the ball backward over the head.

Eighth Grade—Lesson 4

See page 25 for method of arranging the class for gymnastics.

PART I—FREE EXERCISES

- Unit 1. A1. *Arms fore-upward—raise.* Double arm-circles outward—swing (1-2); continue eight to twelve times.
2. Double arm-circles inward.
- B. *Hands on hips—place.* With raising knees, in place—run.
- Unit 2. A. With raising arms sideward and placing hands behind neck, bend upper trunk backward—1; return—2.
- B1. *Stride left forward and arms sideward—raise.* Bend trunk left and place hands behind head—1 (Fig. 807); return—2.
- The same right.



Figure 807



Figure 808

2. *Stride left backward, bend right knee and arms to thrust—bend.* (Fig. 808.) Thrust sideward—1; turn trunk left—2; reverse—3; return—4.
3. *Hands on hips—place.* Bend trunk fore-downward—1; return—2.
4. *Stride left forward and arms to thrust—bend.* Turn trunk left and thrust sideward—1; bend trunk left and swing the arms, right bent overhead and left bent behind back—2; reverse—3; return—4.
- The same opposite.
- Unit 3. 1. *Hands on hips—place.* Raise left leg sideward—1; move it backward and slightly lower trunk forward—2; reverse—3; return—4.
- The same right.

2. With raising arms side-upward rise on toes—1; bend knees—2; reverse—3; return—4.

PART II—STEPS

Arrange the class in a column of twos.

- A.
 1. Alternate eight common steps with eight steps on tip-toes.
 2. Alternate eight knee-raising steps with eight leg-raising steps.
- B. (c)
 1. Schottische-step obliquely forward left and right (1-4; 5-8).
 2. Alternate two schottische-steps obliquely forward (1-8) with four swing-hops (9-16).
 3. Three-step turn left and right sideward (1-8; 9-16), two counts to each step.
 4. Alternate two schottische-steps obliquely forward (1-8) with a three-step turn left (9-16). Repeat all, beginning right.
- (d)
 1. Alternate two balance-steps obliquely outward and inward (1-6) with two swing-hops obliquely outward and inward (7-12).
 - 2 As 1, with arms raised sideward and arm-waving (1-12).
 3. As 1, but perform cross-balance steps (1-12).

PART III—BREATHING

Common step, raising the arms side-upward, inhaling during six steps, lowering and exhaling during six steps.

PART IV—A GAME

“Catch the Robber.” Quickly organize the boys into two teams, A and B, and also the girls, the teams standing about fifty feet apart. Twenty feet in front of team A draw a small circle into which place a basketball, a cap, a handkerchief, etc., belonging to team B. The object of the game is to have the first person on team A run forward when the signal is given, quickly take the ball and return to his base before being tagged by the first player on team B. The “robber” of team A may run anywhere within the two lines in his attempt to get back to his team untagged. Credit the winning side with a point, again replace the ball and upon command have the second players run.

If there is time play a short game of “Jumping Circle.”

Eighth Grade—Lesson 5

PART I—FREE EXERCISES

- Unit 1. A1. *Arms fore-upward—raise.* Double arm-circles inward—swing (1-2).
2. Double arm-circles outward—swing.
- B. *Hands on hips—place.* Hop four times on left foot, raising right leg sideward, then *vice versa* (1-4; 5-8); repeat six to eight times.

- Unit 2. A1. *Arms upward—bend.* With straightening arms sideward, palms up, bend upper trunk backward—1; return—2.
2. The same with raising arms side-upward.
- B1. *Arms to thrust—bend.* Thrust left obliquely fore-upward and right back downward—1; swing arms in the reverse directions—2; reverse—3; return—4.
- The same opposite.
2. *Arms to thrust—bend.* Lunge left forward, thrusting and swinging as in 1; turning trunk left with the arm swing.
- The same right.
3. *Hands on hips—place.* Bend trunk fore-downward—1; return—2.
- Unit 3. 1. Raise left leg backward and arms sideward—1; slightly lower trunk forward—2; reverse—3; return—4.
2. Bend knees and raise arms forward—1; raise arms upward—2; reverse—3; return—4.

PART II—STEPS

Arrange the class in a column of twos.

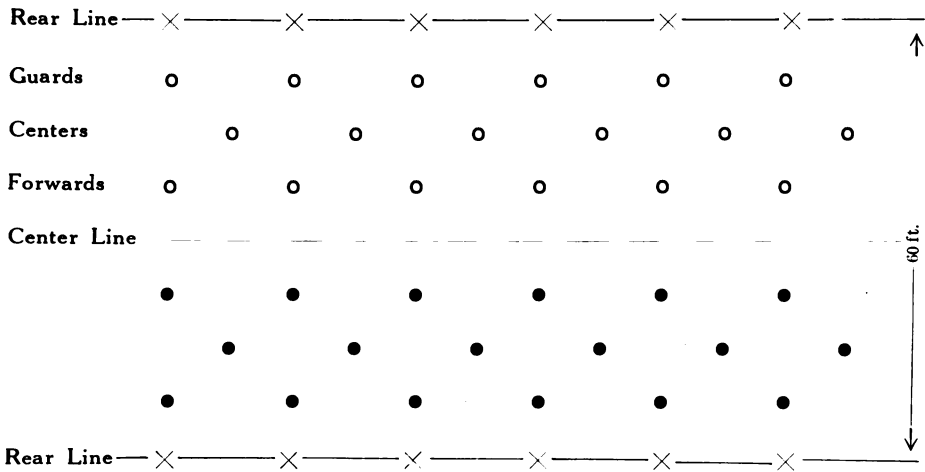
- A. 1. *Arms upward—bend.* Common step. Straighten arms forward, swing upward, forward and bend, two steps for each movement.
2. As 1, but begin with straightening sideward.
- B. (a) 1. Two glide-polka-hops obliquely outward and inward (1-8) then face partner, grasp hands and four gallops sideward in the line of march (9-12) and four to the rear (13-16).
- (c) 1. Schottische-step obliquely left forward and two swing-hops (1-8); repeat obliquely right forward (9-16).
2. Triple balance-turn-hop left (1-4).
3. As 2, right.
4. Alternate one schottische-step left forward (1-4) with one triple balance-hop-turn right (5-8).
5. As 4, but beginning right.
- (d) 1. Two cross balance-steps and two swing-hops with arm-waving, on the lines of a square left (1-6; 7-12, four times).
2. As 1, but beginning right.
3. Step and curtsy. (See Fig. 93, page 82.)
4. Arms raised sideward. Step and curtsy with arm-waving and side-bending of the trunk. (See Fig. 95, page 82.)

PART III—BREATHING

Inhale deeply, raising the arms side-upward and return. Repeat six to eight times. When inhaling see that as much as possible of the residual air is forced from the lungs.

PART IV—A GAME

"Battle Ball." Quickly arrange the class in two teams, an equal number of girls and boys on each team. Divide each team into three parts; i. e., forwards, centers and guards. On each rear line place from four to eight clubs, or something else (blocks of wood) that can be thrown at. (See diagram.) The object of the



game is to throw a basket ball at the clubs of the opposing team, trying to knock one down, or to throw the ball over the opponent's rear line. Throwing the ball over the line, the ball not to travel higher than the heads, counts one point. Knocking down a club counts two points. Players are allowed to run with the ball, but a faster game is had when the guards toss the ball to one of their forwards or centers. If a guard accidentally knocks down a club the opposite side scores two points.

Eighth Grade—Lesson 6

PART I—FREE EXERCISES

- Unit 1. A1. *Arms to thrust—bend.* Thrust alternately upward and downward (1-2; 3-4).
2. *Arms fore-upward—raise.* Alternate four double arm-circles outward with four double arm-circles inward (1-4; 5-8).
- B. *Hands on hips—place.* Hop four times on left foot, raising right leg forward, then *vice versa* (1-4; 5-8); repeat six to eight times.
- Unit 2. A. *Arms upward—bend.* Straighten arms sideward—1; bend upper trunk backward and raise arms upward—2; reverse—3; return—4.

- B1. *Hands on hips—place.* Lunge left sideward—1; bend trunk right sideward and straighten left arm upward—2 (Fig. 809); reverse—3; return—4.

The same opposite.

2. *Lunge left sideward and hands on hips—place.* Bend trunk right and straighten both arms upward—1; bend trunk left—2 (Fig. 810); reverse—3; return—4.

The same opposite.

3. *Hands on hips—place.* Bend trunk fore-downward—1; return—2.

- Unit 3. 1. Raise left leg backward, raise arms sideward and slightly lower trunk forward—1; return—2.
2. Bend knees and raise arms sideward—1; raise arms upward—2; reverse—3; return—4.

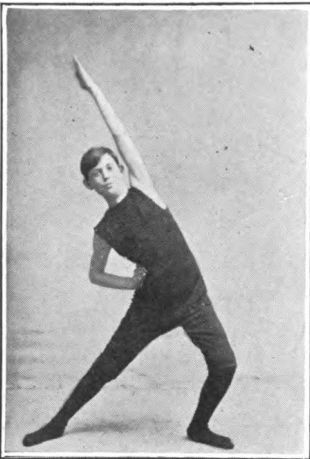


Figure 809

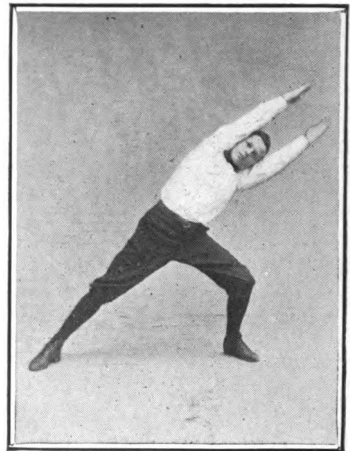


Figure 810

PART II—STEPS

Arrange the class in a column of twos.

- A. 1. Alternate marching in common and quick step.
2. Alternate running, with running with knee-raising.
- B. (a) 1. Alternate two glide-polka-hops forward (1-8) with four cut-hops backward (9-16).
2. As 1, but outward and inward.
3. Alternate two cut-hops sideward (1-4) with four cuts sideward (5-8).
4. Alternate four swing-hops outward and inward (1-8) with four balance-hops outward and inward (9-16).
5. As 4, with arm-waving during the swing-hops.

- (c) 1. On a square left, one schottische-step left forward (1-4) with one triple balance-turn right (5-8). The balance-turn in this combination is only three-fourths of a circle. The complete movement has four times eight counts.
- 2. As 1, but on a square right.
- (d) 1. Alternate two cross balance-steps forward (1-6) with two swing-hops (7-12).
- 2. As 1, outward and inward; also with arm-waving.
- 3. Alternate step and curtsy outward and inward (1-12) with four swing-hops obliquely outward and inward (13-24).
- 4. Raise arms sideward, as 3 with arm-waving.

PART III—BREATHING

Common step, inhaling during six steps and exhaling during four. Later add arm-raising sideward.

PART IV—JUMPING

“Running High Jump.” In order to do a good high jump considerable skill is needed. This can be acquired only by much practice outside of class hours. It must, therefore, be the object of every teacher who intends to accomplish more than the mere practice of high jumping to get a regular jumping pit somewhere where this will not interfere with the use of the yard by large groups of players.

Post the minimum requirements as well as good performances for each age and both sexes that the pupils may themselves see what they should be able to do.

In class work look to good form rather than to record jumps. After each pupil has had six to ten jumps, arrange the class quickly and play “Three Deep.”

Eighth Grade—Exercises with Clubs

In the upper grammar grades the use of hand apparatus helps not only to increase the attractiveness of the free exercises, but if properly used the additional weight of the wand, dumbbell, club, etc., also increases the effect of the gymnastic movements. Besides this, the use of the clubs introduces another feature which is of great value to pupils in the upper grades and in high schools. This is the element of skill. The time at present devoted to school gymnastics is too short to admit of the development of very great skill in club swinging. But it does allow teachers to instruct their pupils in the fundamentals. These once known, many pupils will practice during their free time, thus increasing their skill and so eventually developing into expert club swingers. Club swinging in this respect is like apparatus work on the rings, giant stride, ladders, horse, etc., in that it offers to pupils a means of self-activity, of self-expression that the ordinary forms of free exercises do not give.

Eighth Grade—Lesson 1.

PART I—CLUB EXERCISES

(Clubs weigh one pound each.)

- Unit 1. A1. Swing arms fore-upward—1; return—2. If the clubs appear too heavy for some pupils have these grasp them in the center instead of at the handles.
2. Swing arms forward—1; two hand-circles forward—2-3; lower—4.
 3. Swing arms fore-upward—1; bend arms and swing two hand-circles forward at side of shoulders—2-3; lower—4.
 4. Clubs—*up*. (Fig. 811.) Arm-circle left forward—1-2; right—3-4.
- B. Clubs on shoulders—*place*. Alternately and quickly raise the left and right knee forward (1-2).
- Unit 2. A. Clubs under arms—*place*. Bend upper trunk backward—1; return—2.
- B1. Swing arms forward and stride left forward—1; swing arms down and backward and lower trunk forward—2; reverse—3; return—4.
- The same right.
2. Left forward—*stride*. Swing arms forward—1; two hand-circles forward—2-3; swing arms down and backward and lower trunk forward—4.
 3. Lunge left forward and swing clubs forward and over shoulders—1; two hand-circles forward—2-3; return to starting position—4.

4. *Left forward—lunge.* Swing clubs over shoulder—1; two hand circles forward—2-3; swing clubs down and backward, bending trunk forward—4.

The same right.

- Unit 3. 1. Raise arms and left leg forward—1; raise arms upward—2; reverse—3; return—4.

The same right.

2. Raise arms fore-upward and left leg forward—1; bend right knee—2; reverse—3; return—4.

The same opposite.

N. B.—At the close of the club exercises have the leaders collect the clubs; or have the class march over to one side of the yard and place them on the ground. For balance of lesson see pages 161 and 162.

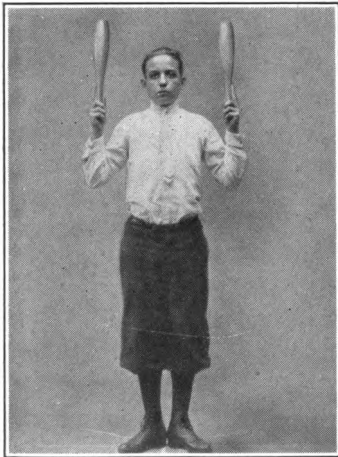


Figure 811

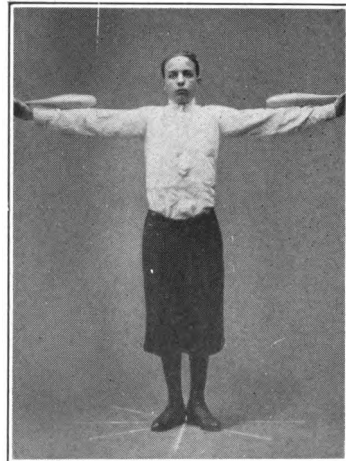


Figure 812

Eighth Grade—Lesson 2.

PART I—CLUB EXERCISES

See page 25 for method of arranging the class for gymnastics.

- Unit 1. A1. Clubs—up. Arm-circle left outward—1-2; right—3-4.
 2. Arm-circle left inward—1-2; right—3-4.
 3. Continuous hand-circles left outward (behind the shoulder).
 The same right.
 4. (Clubs—down.) Swing arms sideward—1; swing down in a half circle—2; continue eight to ten times.
 5. Additional Swings. Swing arms sideward with tipping clubs—1 (Fig. 812); swing down in a half circle—2; continue eight to ten times.

6. Swing arms sideward with tipping—1; two hand-circles outward—2-3; swing downward in a half circle—4; continue six to eight times.
 - B. *Clubs under arms—place.* Quickly bend and straighten knees (1-2).
- Unit 2.
- A1. With swinging clubs over shoulders bend upper trunk backward—1; return—2.
 - B1. *Left forward—stride.* Swing arms fore-upward—1; bend trunk left—2; reverse—3; return—4.
The same right.



Figure 813

2. *Left forward—lunge.* Swing arms fore-upward and bend right knee (kneeling right)—1; bend trunk left sideward—2 (Fig. 813); reverse—3; return—4.
The same opposite.
3. *Jump to side-stride and arms forward—raise.* Bend trunk fore-downward and swing clubs under arms—1; bend trunk backward and swing clubs over shoulders—2; continue six to eight times.
4. *Clubs—up.* Arm- and hand-circles left outward twice—(1-2; 3-4); lunge left sideward—5; bend trunk left—6; straighten trunk—7; replace left foot—8.
The same right.
5. *Clubs—up.* Arm- and hand-circle left outward twice—(1-2; 3-4); lunge left sideward and bend trunk left—5; straighten trunk—6; again bend left—7; return to starting position—8.
The same right.

- Unit 3. 1. Raise arms forward and left knee forward—1; raise arms upward—2; reverse—3; return—4.
The same right.
2. Raise arms forward and left knee forward—1; raise arms upward and straighten left leg backward—2; reverse—3; return—4.

The same right.

N. B.—For balance of lesson see pages 163 and 164.

Eighth Grade—Lesson 3.

PART I—CLUB EXERCISES

See page 25 for method of arranging the class for gymnastics.

- Unit 1. A1. *Clubs—up.* Continuous hand-circles backward (at side of shoulders).
2. Alternate four hand-circles backward with four forward (1-4; 5-8).
3. Arm-circle left backward—1-2; right backward—3-4.
4. (*Clubs down.*) Swing arms forward—1; hand-circle backward—2; swing clubs over shoulders—3; swing fore-downward—4.
- B. *Clubs under arms—raise.* With raising knees, in place—run.
- Unit 2. A1. *Arms fore-upward—raise.* Bend upper trunk backward—1; return—2.
2. Lower arms sideward and bend upper trunk backward—1; return—2.
- B1. Lunge left forward and raise arms forward—1; bend trunk backward and swing clubs over shoulders—2; straighten trunk and hand-circles forward (at shoulders)—3; replace foot and lower arms—4.
- The same right.
2. *Left backward—stride.* Swing arms fore-upward and bend trunk backward—1; straighten trunk and two hand-circles forward (at shoulders)—2-3; swing arms fore-downward and bend trunk fore-downward—4.
3. *Clubs over shoulders—raise.* Swing arms down and backward—1; swing forward and two hand-circles backward—2-3; swing over shoulders—4; lunge left forward—5; bend trunk backward—6; reverse—7; return—8.
- The same right.
- Unit 3. 1. Raise left leg backward and arms forward—1; move arms sideward—2; reverse—3; return—4.
- The same right.
2. Later lower trunk forward when moving arms sideward.
- N. B.—For balance of lesson see page 165.

Eighth Grade—Lesson 4.

PART I—CLUB EXERCISES

See page 25 for method of arranging the class for gymnastics.

- Unit 1. A1. *Clubs—up.* Double arm-circles outward (1-8); inward (9-16).
 2. Double hand-circles outward (1-8); inward (9-16).
 3. *Left club—up.* Arm- and hand-circle outward.
 4. *Right club—up.* Arm- and hand-circle outward.
 5. *Clubs—up.* Double arm- and hand-circles outward.
 6. *Left club—up.* Arm- and hand-circle outward, the hand-circle below in front of body.
 7. *Right club—up.* As 6, but right.
- B. *Clubs under arms—place.* With raising knees, in place—run.

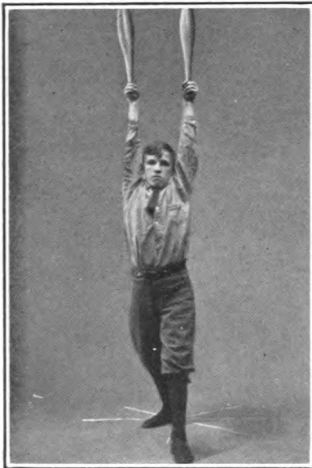


Figure 814

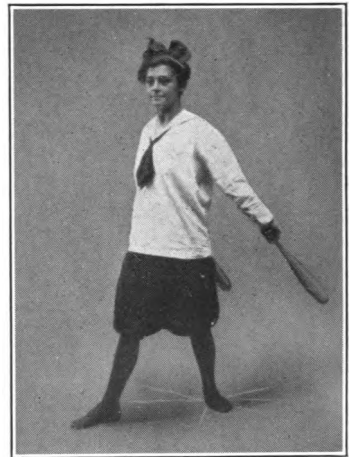


Figure 815

- Unit 2. A. With raising arms sideward and tipping clubs bend upper trunk backward—1; return—2.
- B1. *Both arms right sideward—raise.* Turn trunk left, swing arms down and forward—1; swing over shoulders—2; hand-circles forward—3; return to starting position—4.
- The same opposite.
2. As 1, with swing arms fore-upward—1; bend arms and two hand-circles forward—2-3; return—4.
- The same opposite.
3. Swing arms forward and hand-circle backward—1; swing over shoulders and bend trunk backward—2; straighten trunk and hand-circles forward—3; swing down and bend trunk fore-downward—4.

4. *Both arms left sideward—raise.* Swing arms down and up at right side and stride left forward—1 (Fig. 814); turn and bend trunk left—2; reverse—3; return—4.

The same opposite.

- Unit 3. 1. *Raise arms sideward and left leg backward—1; lower trunk forward—2; reverse—3; return—4.*

The same right.

2. *With raising arms side-upward rise on toes—1; bend knees—2; reverse—3; return—4.*

N. B.—For balance of lesson see pages 166 and 167.

Eighth Grade—Lesson 5.

PART I—CLUB EXERCISES

See page 25 for method of arranging the class for gymnastics.

- Unit 1. A1. *Clubs—up.* Double arm-circles inward.
 2. *Left club—up.* Arm- and hand-circle inward.
 3. *Right club—up.* Arm- and hand- circle inward.
 4. *Clubs—up.* Arm- and hand-circle alternately left and right inward.
 5. *Clubs—up.* Double arm- and hand-circle inward.
 6. *Left club—up.* Arm- and hand-circle inward, the hand-circle below.
 7. *Right club—up.* As 6, but right.
 B. *Clubs under arms—place.* Hop four times on left foot, raising right leg sideward (1-4); then *vice versa* (5-8); repeat six to eight times.
- Unit 2. A1. *Clubs—up.* With straightening arms sideward, bend upper trunk backward—1; return—2.
 2. *With raising arms side-upward, bend upper trunk backward—1; return—2.*
 B1. *Stride obliquely left forward and arms obliquely right backward—raise.* Swing arms down and obliquely left forward, and turn trunk left—1; two double hand-circles forward and bend left knee—2-3; return—4.
 The same opposite. (Fig. 815.)
 2. *As B1, but lunge obliquely left forward.* Swing arms down, obliquely fore-upward and turn trunk left—1; bend arms and two double hand-circles forward—2-3; return—4.
 The same opposite.
 3. *Jump to a side-stride and clubs under arms—place.* Bend trunk fore-downward—1; backward—2; repeat four to six times.

4. As 2, but bend trunk backward when swinging the arms fore-upward.
- Unit 3. 1. With raising arms sideward raise left leg backward—1; return—2.
The same right.
2. With raising arms forward bend knees—1; raise arms upward—2; reverse—3; return—4.
- N. B.—For balance of lesson see page 168.

Eighth Grade—Lesson 6.

PART I—CLUB EXERCISES

See page 25 for method of arranging the class for gymnastics.

- Unit 1. A1. *Clubs—up.* Arm-circle left outward—1-2; right inward—3-4; both to the left twice (5-6; 7-8).
2. The same opposite.
3. Double arm- and hand-circle left.
4. As 3, but right.
5. Double arm- and hand-circle left, the hand-circle below.
6. As 5, but right.
7. Double arm-circles left with double hand-circles below and behind shoulders (1-3).
8. As 7, but right.
- Note.—Further progressions in difficulty are:
1. The hand circles below combined with double arm circles outward as well as inward.
 2. The hand circles above, swung in front of the arms, with arms straight upward (or sideward).
 3. As 2 with the hand circles swung behind the straight arms.
 4. With hand-circles swung in front and behind the hips.
- And lastly, combinations of two or more of the above.
- B. *Clubs under arms—place.* Hop four times on left foot, raising right leg forward (1-4), then *vice versa* (5-8); repeat six to eight times.
- Unit 2. A. *Clubs—up.* Straighten arms sideward—1; bend upper trunk backward and raise arms upward—2; reverse—3; return—4.
- B1. *Clubs—up.* Lunge left sideward and straighten arms upward—1; double arm-circles left and bend trunk left—2; reverse—3; return—4.
The same right.
2. *Clubs—up.* Lunge left sideward and straighten arms upward—1; double arm-circles right and bend trunk right—2; reverse—3; return—4.
The same opposite.

3. *Clubs under arms—place.* Alternately bend the trunk forward and backward (1-2; 3-4).
4. *Clubs—up.* Lunge left sideward with double arm- and hand-circles left—1-2; another double arm- and hand-circle left with replacing left foot—3-4.

The same right sideward.

5. As 4, but in opposite directions; i. e., lunge left and circle right; also *vice versa*.

Note.—Arm- and hand-circles in all directions as spoken of in the previous note in this lesson may be combined with lunging, striding, kneeling, trunk bending, marching a given number of steps forward, sideward or backward, also with alternations of the above, giving many valuable and useful combinations to the teacher. Never, however, sacrifice effectiveness for mere variety.

- Unit 3.
1. With raising arms fore-upward raise left leg backward and lower trunk forward—1; return—2.
 2. With raising arms sideward bend knees—1; raise arms upward—2; reverse—3; return—4.

N. B.—For balance of lesson see pages 170 and 171.

APPENDIX

CORRECTIVE GYMNASTICS

Most people do not sufficiently realize the inconveniences and, often, the dangers resulting from faulty posture. Faulty positions lead to decreased heart and lung action, and, sometimes, to a displacement of one or more of the vital organs. Through this the person's vitality is lowered and he becomes more susceptible to all forms of diseases. Corrective work, if undertaken seriously, and persisted in by the afflicted person for a certain length of time, will cure most mild cases of deformity and improve the bad ones.

This chapter has been prepared to call attention to the postural deformities usually found among school children, also to give to parents, teachers and pupils a selection of valuable corrective exercises that can be performed anywhere. No exercises upon special apparatus are, therefore, included in the list.

ROUND SHOULDERS (Kyphosis)

Examination

When examining a pupil it is necessary to determine the conditions which have brought about this faulty posture. An incorrect sitting position in school or at home is in many cases the cause, while in some it may be a shortening of the pectoral muscles. In other cases, eye weakness may be responsible for the condition. It is important, therefore, that the contributory factors as well as the corrective work be considered, and that the conditions that led to the deformity be removed.

View-points for Corrective Work

Exercises should be given to increase the flexibility of the thorax, and to secure a better position of the head. The shoulders should be drawn downward and backward, fixing them by their adductors and depressors. This fixation of the shoulders allows the large pectoral muscles to exert an upward pull upon the ribs, thereby raising the chest. Accompanying this fixation of the shoulders a general straightening of the entire thoracic spine should take place. Great care must be taken to prevent a pushing forward of the head when drawing back the shoulders. The points to be worked for are a "raised chest" and a "straighter upper spine."

A strict progression should be observed in the exercises to be given, and the child *should not be fatigued* by too frequent repetitions. By a gradual increase in the number of repetitions and in the difficulty of the exercise, a faulty posture can be corrected, and a better carriage assured. This improved carriage will induce better respiration and circulation, and consequently better physical and mental health.

Exercises. All movements are to be repeated as often as directed by the teacher in charge.

1. Sitting in a chair, hands placed on the thighs; raise the chest, pulling up the ribs as high as possible. Hold this position for a moment, then relax.

2. Lying frontways (face downward) on a table, bench, hard couch or on the floor. Place hands on hips, then raise the head backward, keeping the chin close to the neck.

3. Lying frontways. Place hands on hips, then bend the upper trunk backward (straighten the upper spine). Caution: Avoid bending in the lumbar spine.

4. As 3, bending the arms upward, hands at the shoulders.

5. As 3, placing the hands in rear of head.

6. As 3, raising the arms upward.

N. B.—These exercises, being postural, should be taken on command only (not rhythmically). Ensure a firm contraction of the muscles involved, and observe accurate execution to avoid the production of other faults. Turning of the trunk in standing or sitting is a good supplementary exercise for increasing the flexibility of the trunk.

LATERAL CURVATURE OF THE SPINE (Scoliosis)

Examination

In this faulty posture the vital organs are compressed and displaced, leading to a weakening of the health, due to the crowding or displacement of the viscera in the thoracic and abdominal cavity. By means of proper exercises the abnormal curve of the spine will be reduced, if not entirely eliminated. In most cases the convexity is toward the left. In this case (left scoliosis) the pupil's left shoulder will be raised and twisted forward, and the right pelvic bone will be more exposed than the left. As a rule there is a twisting of the thorax to the right. The triangle between the right arm and the body will be larger than is the left. When the pupil bends forward, the curve may be determined by the position of the tips of the spinous processes; and when the pupil is sighted across the back the right side will appear higher than the left.

The causes which produce this mal-position may be too high or too low benches in the schoolroom, sitting on one foot, bad lighting when working in school or at home, continually carrying books or other heavy objects on one arm. These causes should be removed first. One leg being shorter than the other may be the cause for scoliosis. A built-up shoe then must be worn on the short leg. Pott's disease, indicated by twitching of the back muscles, may be the cause. In this latter case, also in tubercular affection, no correction by exercises should be attempted, but the case should be given into the hands of a competent orthopedic surgeon.

View-points for Corrective Work

The most important muscles which will correct this faulty posture must first be strengthened and shortened by repeated strong contractions (this on the side toward the convexity), and the fellows on the opposite side must be stretched in proportion. In nearly all cases of long standing a compensatory curve to the opposite side is found in the lumbar region. As the dorsal curve is eliminated, this compensatory curve often disappears. If not, the exercises must be modified to include this curve.

If the curve is primarily in the lumbar region a short leg usually is the cause.

Creeping exercises are valuable in causing a forcible contraction of the muscles at either side of the spine, thereby causing a vigorous bending toward the desired side. Creeping is excellent also for increasing mobility of the spine. Mal-positions that cannot be corrected by simple exercises always should be placed under the care of an orthopedic surgeon.

Exercises (for left scoliosis). Repeat movements as often as directed.

1. Side stride stand with left hand on hip. The right arm is bent to strike, or placed in rear of head, or stretched upward, as a starting position. In this position bend the trunk to the left.

2. Left hand on the curve, right hand on hip, slow marching forward or backward (press hard).

3. As 2, with the right hand in various starting positions to increase the leverage.

4. Lying on the right side on a table, feet fixed, body over the table's edge to within a few inches of the waist. Place the left hand on the hip and raise the right arm to strike, or behind the head or upward. In this position bend trunk to the left.

5. Lying as in 4, raise the right arm upward and the left arm side-ward. In this position bend the trunk left.

6. Creeping position, bringing the left knee close up to the left shoulder, at the same time stretching the right arm upward and the right leg downward as far as possible.

Note.—The most successful work in the eliminations of mal-positions, especially of curvatures, is done by over-correcting the curve; *i. e.*, bringing about a curve to the opposite side, and then strengthening the holding muscles by giving each side equal work.

INCREASED CURVE OF THE LOWER SPINE (Lordosis)

Examination

In examining a pupil for an abnormal curve in the "small of the back" the examiner will find an exaggerated pressing back of the hips accompanied usually by a too-pronounced pushing forward of the chest.

Sometimes there is a swaying back, accompanied by a pushing forward of the hips. The result of this unnatural curve is an abnormal stretching of the posterior muscles (the erector spinæ) manifesting itself in **back-ache**. Often there also is a serious displacement of the organs of the **abdominal cavity**.

View-points for Corrective Work

Exercises should be selected that help to decrease the abnormal **curve** in the lumbar spine, and which help to strengthen the muscles whose **function** it is to hold the spine in its natural position.

Exercises. Repeat as often as directed.

1. Sitting on a chair, bend fore-downward as far as possible, **relaxing** all the muscles of the back.
2. Lying on the back on the floor, hands at the sides; raise the **knees** up and backward as far as possible.
3. Hang by the hands from a bar; raise the knees upward as far as possible.
4. Lying on the back, hands on the floor at the sides. Raise the trunk (the hands assisting) and bend it forward, reaching forward with the hands as far as possible.
5. Lying on the back; hands on the floor at the sides. Raise the straight legs upward and backward as far as possible.
6. Lying as in 5, raise the trunk upward and then bend it forward as far as possible.

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